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ABSTRACT

This manual provides accurate, up-to-date information about contemporary life in Japan and provides opportunities for students to develop cross-cultural awareness. The content of the lessons includes concepts traditionally taught in elementary school social studies programs. Lessons provide multiple opportunities for students to develop a variety of research and critical thinking skills. The manual is divided into seven topics with two to four lesson plans under each topic. Topics include: (1) "Geography of Japan"; (2) "Contemporary Life in Japan"; (3) "Arts and Recreation in Japan"; (4) "Language in Japan"; (5) "Social Organization in Japan"; (6) "Economics in Japan"; and (7) "Education in Japan." (EH)

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INSTRUCTIONAL MATERIALS ABOUT JAPAN

PICTURING LIFE IN JAPAN

For Students In Grades Three through Five

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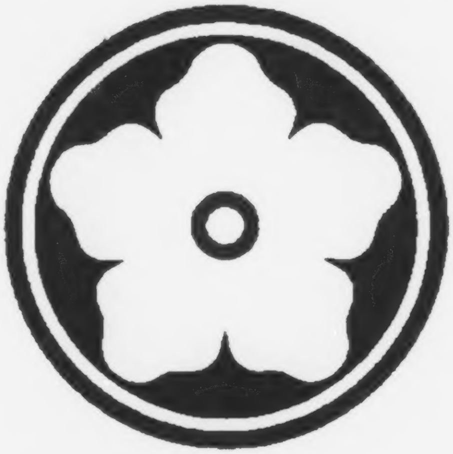

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IMAJ
INSTRUCTIONAL MATERIALS ABOUT JAPAN

PICTURING LIFE IN JAPAN

For Students In Grades Three through Five

PROJECT DIRECTOR
Glen Blankenship

PROJECT GRANT DIRECTOR
Hilda Lockhart

LESSON WRITERS
Sherry L. Field
Linda D. Labbo

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PROJECT DIRECTOR

Dr. Glen Blankenship is Program Director, Georgia Council on Economic Education.

PROJECT GRANT DIRECTOR

Ms. Hilda Lockhart is Executive Director, The Japan-America Society of Georgia.

LESSON WRITERS

Dr. Sherry L. Field is Associate Professor in the Department of Social Science Education at the University of Georgia.

Dr. Linda D. Labbo is Assistant Professor in the Department of Reading Education at the University of Georgia.

PHOTOGRAPHERS

The photographs in this set of instructional materials were taken by Dr. Lynn M. Burlbaw (Texas A&M University), Dr. Sherry L. Field, and Dr. Glen Blankenship. Dr. Burlbaw visited Japan in 1995 and Dr. Field in 1992 as Keizai Koho Center Fellows. Dr. Blankenship visited Japan in 1984 as a "Keizai Koho Center Fellow" and in 1996 as a "JETRO International Educators to Japan" participant.

Introduction

The purpose of this curriculum guide is to serve as a resource for teachers in elementary school, grades 3-5. The goal of the guide is to provide accurate, up-to-date information about contemporary life in Japan and to provide opportunities for students in Georgia to develop cross-cultural awareness. The content of the lessons includes concepts traditionally taught in elementary school social studies programs across Georgia and the United States. Additionally, lessons provide multiple opportunities for children to observe, acquire, and practice various skills and strategies that include: map skills, higher order thinking skills, compare/contrasting, and chart/bar graph creation. In writing the lessons, the authors kept in mind the Universals of Culture (Craven, Cleveland & Danfelser, 1978) that all peoples have in common. Universals of Culture include concepts such as, shelter, food, clothing, transportation, language, schooling, social order, and family life. This approach to curriculum allows students to participate in activities that are meaningful, relevant, and insightful.

This guide consists of seven topical units of study. Because the guide is organized by general topics and individual lessons, teachers may either follow lesson plans as they are suggested, or use the materials as a springboard for writing their own lessons. Lessons may be taught in varying sequences and may suit a variety of classroom teaching situations (i.e., whole group, small group, centers, or individual student settings). Each lesson begins with the overarching topic theme, the title of the lesson, the instructional objective, listing of materials, and a narrative for guiding the learning experience. Embedded within lessons are supplemental teaching aids and activities that include: transparencies, photographs, handouts, worksheets, and ideas for extension activities such as art projects and games.

Although no particular assessment instruments are included, teachers will be able to learn a great deal about the impact of the lessons on students' conceptual understanding about Japan through careful observation, collecting anecdotal records, or analyzing student work. Teachers may also wish to keep a portfolio of student work, or invite students to collect their experiences into a "Scrapbook of Japan."

One of the exciting aspects of this curriculum guide is the presence of photographs recently taken in Japan. Children will enjoy discussing details in the photographs that may not be mentioned in the lessons. It is suggested that students be involved in activities related to comparing similar aspects of their lives by drawing pictures or collecting photographs of life in the United States.

These materials may be reproduced by teachers and school systems for classroom use.

Foreword

THE
JAPAN
AMERICA
SOCIETY
OF
GEORGIA

Suite 710, South Tower
225 Peachtree Street, N.E.
Atlanta, Georgia 30303
(404) 524-7399
(404) 524-8447 (FAX)

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As we enter the 21st century, globalization becomes more prominent in every Georgian's life. One of the most important areas of this growing awareness involves the bilateral relationship between the United States and Japan.

The continuing emergence of Asian countries necessitates an even greater understanding of Japan's role as a leader in the Pacific Rim, in addition to its role in global politics. Add to this the need for cultural, educational and business awareness of Japan and you can understand the role The Japan-America Society of Georgia plays in providing curriculum resource materials to Georgia educators.

The Japan-America Society of Georgia strives to effectively respond to the forces shaping our global environment by improving on Japanese-related educational curricula. These lessons have been developed in conjunction with the Georgia Department of Education and correlate with objectives of the Quality Core Curriculum.

With over 350 Japanese establishments located throughout the state, virtually every community is touched by this global impact. Therefore, it is imperative Georgia students of all ages be given the opportunity to expand their knowledge of other countries so they are better able to deal with an increasingly complex and competitive world.

Daniel P. Amos

Daniel P. Amos
Chairman

TOPIC 1

PHYSICAL GEOGRAPHY OF JAPAN

Lesson 1

Where is Japan located?

OBJECTIVE

Students will identify Japan's location on a globe. Students will compare/contrast the location of Japan with other geographic locations.

MATERIALS AND RESOURCES

- ☐ Globe
- ☐ World Map
- ☐ Worksheet 1.1 "The World With the U.S. in the Center"
- ☐ Worksheet 1.2 "The World With Japan in the Center"

STRATEGIES

Having appropriate skill in using maps and globes is essential to a child's understanding of his/her place on earth. This unit begins with an emphasis on two of the Five Themes of Geography: Location and Place. This study lays the foundation for students to appreciate the role that location plays in understanding various cultures.

Activity 1 - Use a globe to show the location of the United States and Japan. Ask if anyone in the class has ever visited Japan. Locate the bodies of water and countries near Japan and near the United States as you point to China, Russia, Taiwan, Canada, Mexico, Central America, the Atlantic Ocean, the Pacific Ocean, etc. Ask students such questions as the following:

- What country is to the north of the United States? To the south?
- On which continent is the United States located?
- What countries are near Japan?
- On which continent is Japan located?
- What body of water separates Japan from the United States?

Activity 2 - Discuss how a nation's view of its place in the world will often determine what segments of the map are given a central location. Every country has a natural tendency to see itself as the most important or as the center of the world. Demonstrate this concept for students by displaying and discussing the first two world maps with differing orientations. Remind students that all map projections have distortions and that no flat map can represent the earth with 100% accuracy. Tell students that the next two map exercises will show two different viewpoints of the same earth.

Distribute individual copies of Worksheet 1.1, "The World with the U.S. in the Center," to students working in small groups and project the transparency. Show the map and ask students to identify the United States. Have a student color the United States on the transparency as students color and label the United States on their individual maps. Have a student identify and color the continent of North America on the transparency as individuals do the same on their maps.

Ask students to identify the Atlantic and Pacific Oceans. Label both on the transparency as students label their individual maps, taking care to label the Pacific Ocean both to the West of North America on this projection and to the East of Asia. Ask students to identify and color Asia on their individual maps as one student identifies and colors Asia on the transparency. Help students identify Japan on this projection and color on individual maps and transparency. Identify, label, and color the other 5 continents.

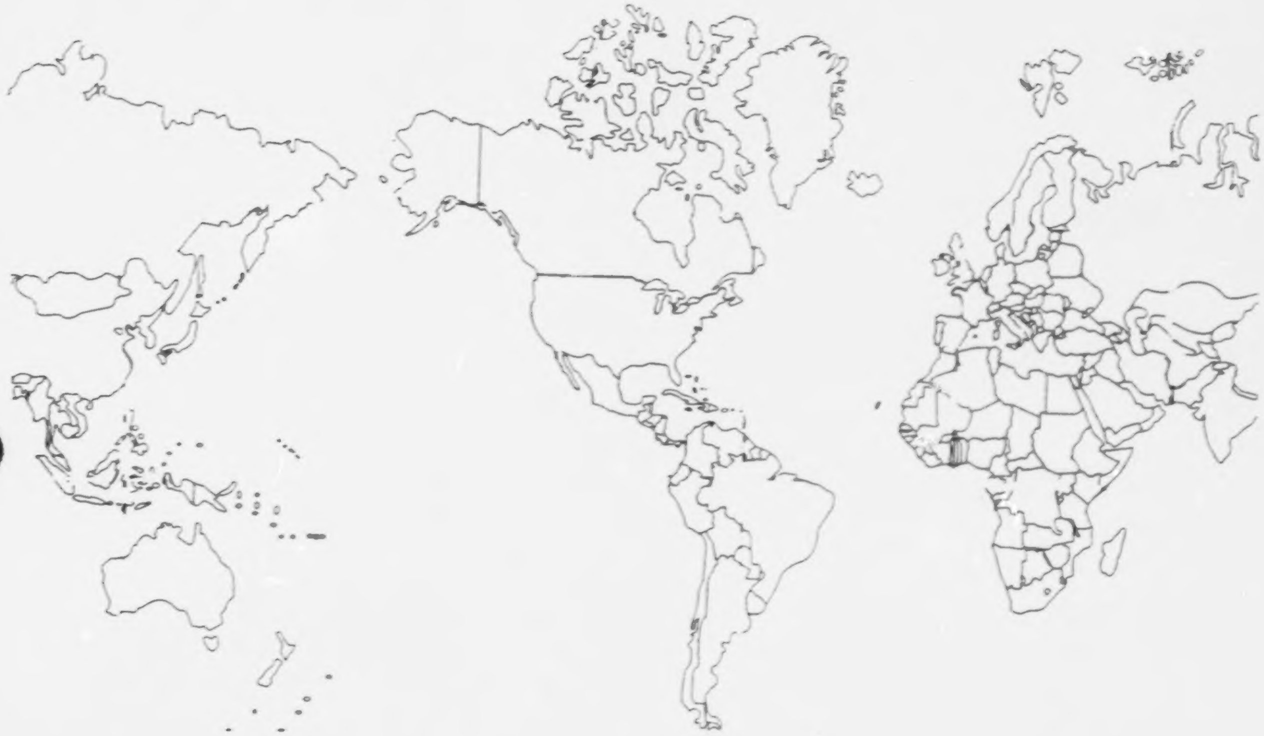
Have students make opinion statements about this projection of the world (i.e., Europe and Africa are in the center of the projection, the United States is easy to find, Australia appears large).

Distribute individual copies of Worksheet 1.2, "The World with Japan in the Center," to students in groups and project the transparency. Show a transparency of the map and ask students to identify Japan. Have a student color Japan on the transparency as students color and label Japan on their individual maps. Have a student identify, color, and label the United States as students color and label their maps. Proceed as students identify, color, and label North America, Asia, and the other continents. Ask students questions such as the following:

- What are the differences between the two maps? (You may compare/contrast similarities and differences)
- Which map seems the most familiar to you? Why?
- Which map do you think children in Japan use most often? Why?
- Which map do you prefer? Why?

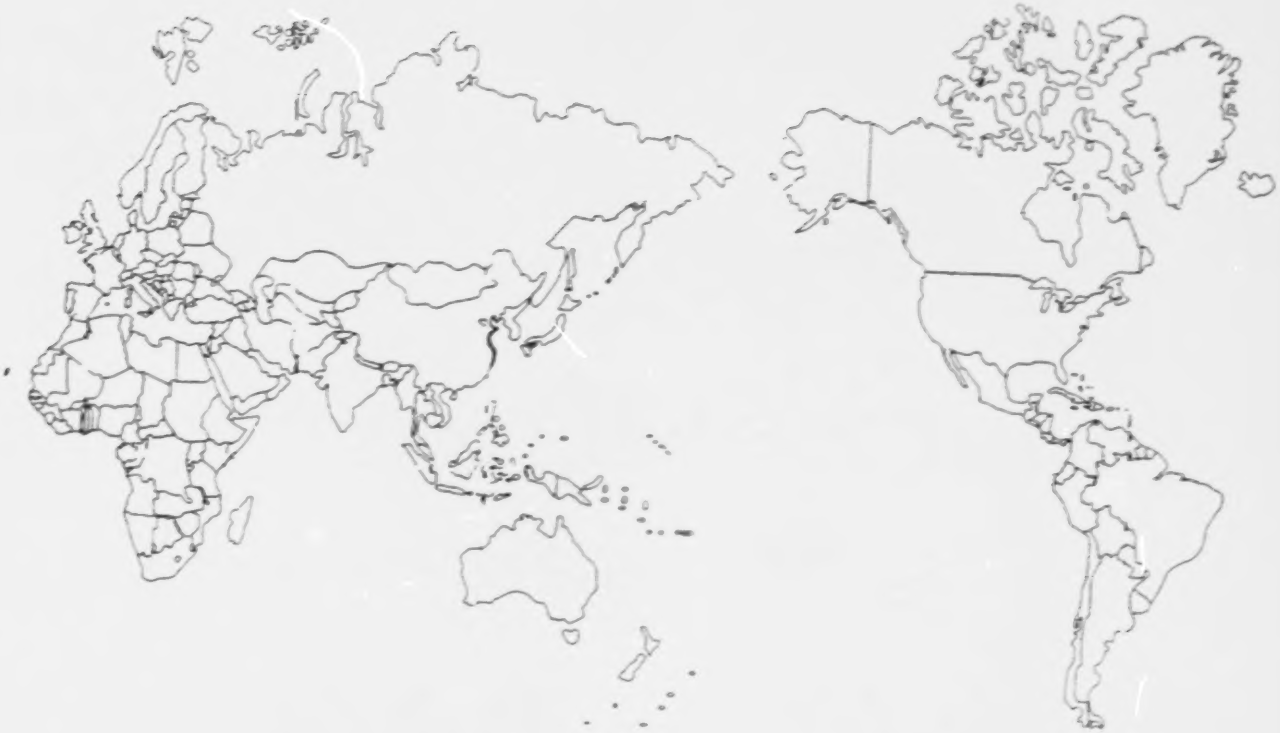
Topic 1
Lesson 1
Worksheet 1.1

THE WORLD WITH THE U.S. IN THE CENTER



Topic 1
Lesson 1
Worksheet 1.2

THE WORLD WITH JAPAN IN THE CENTER



TOPIC 1

PHYSICAL GEOGRAPHY OF JAPAN

Lesson 2

How big is Japan?

OBJECTIVE

Students will identify the size of Japan. Students will compare/contrast the size of Japan with other geographic climates, populations and locations.

MATERIALS AND RESOURCES

- ☐ Teacher Resource 1.1 "The Untied States"
- ☐ Teacher Resource 1.2 "Japan"
- ☐ Teacher Resource 1.3 "Topography of Japan"
- ☐ Teacher Resource 1.4 "Cities and Population Density of Japan"

STRATEGIES

Located in the Far East, Japan is a nation made up of more that 3,900 islands. Point out that the four main islands are Honshu, the largest; Hokkaido, Kyushu; and Shikoku . If Japan were placed along the eastern coast of the United States, it would extend from central Maine to north Florida. All of the islands of Japan together cover an area of about 378,000 square kilometers (146,000 square miles) and occupy a slightly smaller area than that of Montana or California.

Population Comparison of Japan and the United States

	Japan	*United States*
Population	124,460,481	254,521,000
Area	377,835 sq. km. 145,882 sq. mi.	9,372,610 sq. km. 3,618,765 sq. mi.
Population Density	853 per sq. mi.	70 per sq. mi.

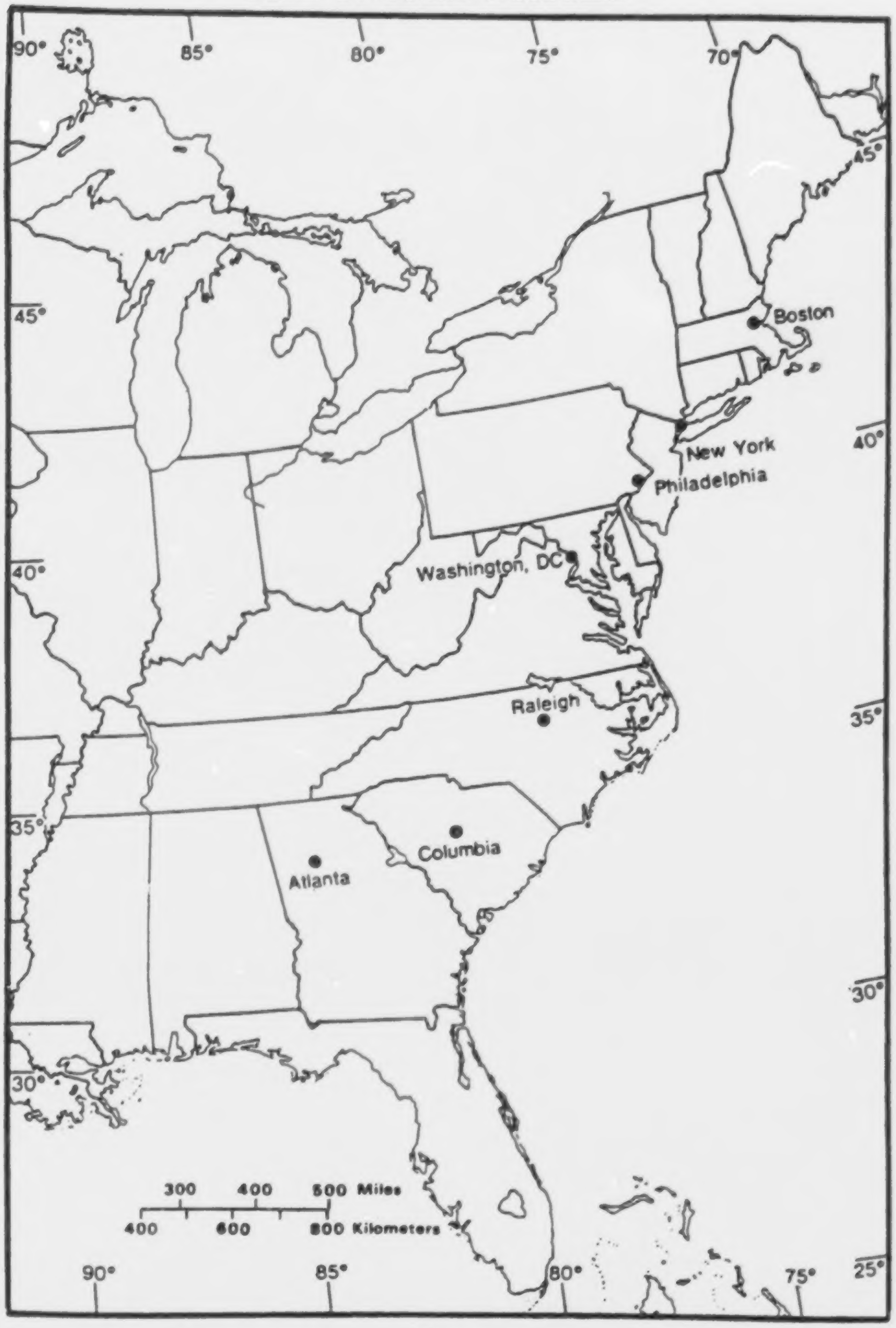
Display Teacher Resource 1.1, "The United States." Call attention to the lines of latitude running across the United States. Using the latitude lines as a guide, align the overhead of Teacher Resource 1.2, "Japan," along the East coast. Show students that, if compressed, Japan would be similar in size and shape to California. Ask students if they know how many people live in the United States. Write their guesses on the chalkboard. Tell students that over 250,000,000 people live in the United States and that if the population were evenly distributed, 70 Americans would live in each square mile.

Ask students if they know which area of the United States is most densely populated (East and West Coasts, Gulf Coastal area, and small area around the Great Lakes). Share the fact that about half as many people live in Japan as in the United States, and that if the population of Japan were evenly distributed, approximately 853 people would live in each square mile. That would be comparable to taking one half of the population of the United States and settling them in California! Japan is the seventh most populous nation in the world. Display Teacher Resource 1.3, "Topographic Features of Japan." Ask what the topography suggests about the kind of place Japan might be to live. Invite students to hypothesize about why certain areas are more populous than others. Student responses likely will be: climate, natural resources, water sources, ways to make a living, arable land, etc. Have students identify the most populous areas in their community, state, and region. Next, ask students to hypothesize about the areas of Japan that are the most densely populated. Ask several students to come to the overhead projector and share the areas they believe to be the most densely populated in Japan. Teacher Resource 1.4, "Cities and Population Density of Japan." Invite students to discuss whether their hypotheses were correct or not, and why.

Tokyo, a major Japanese city that was formed from thousands of former, small villages such as the fishing village of Tsukudajima, has approximately 8 million inhabitants. Most of these former villages are connected to the central business district by trains. Many of the streets in Tokyo do not have street names, or signs. Tokyo's business district has many tall skyscrapers, whereas the outlying districts have low buildings spread out far into the horizon.

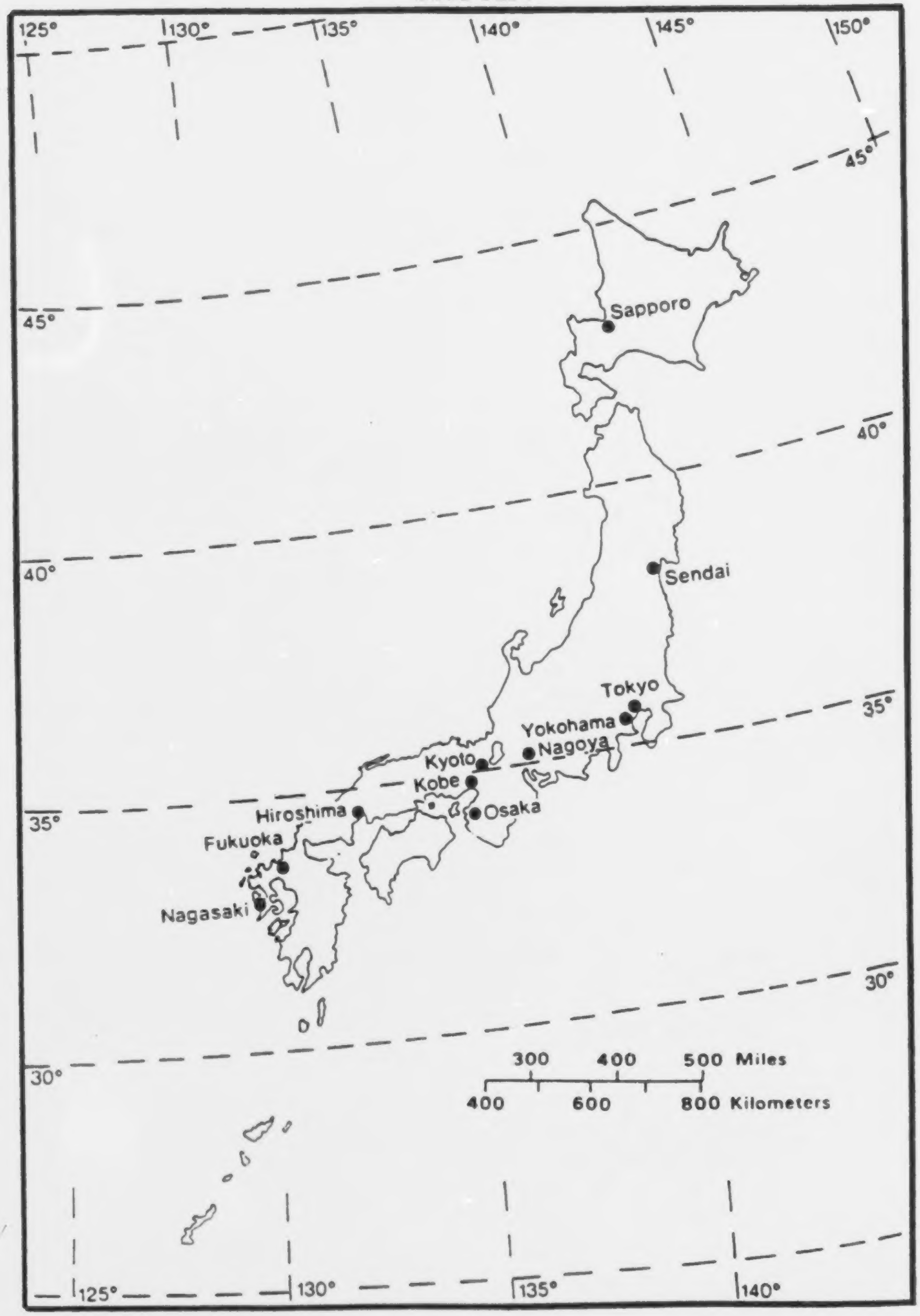
Land use in Japan is related to the topography and characteristics of the physical geography. Over half of the land area (69% approximately) consists of woodlands. Farming and agriculture make up 14% of how the land is used; whereas, only 4% of the land is devoted to dwellings. One finds many small villages across Japan's landscape. Approximately 5 million farming families work part-time to produce food, such as rice, fruits and vegetables eaten by the Japanese people.

THE UNITED STATES


90°
85°
80°
75°
70°
45°
45°
40°
40°
35°
35°
30°
30°
25°
90°
85°
80°
75°
Boston
New York
Philadelphia
Washington, DC
Raleigh
Columbia
Atlanta
300
400
500 Miles
400
600
800 Kilometers

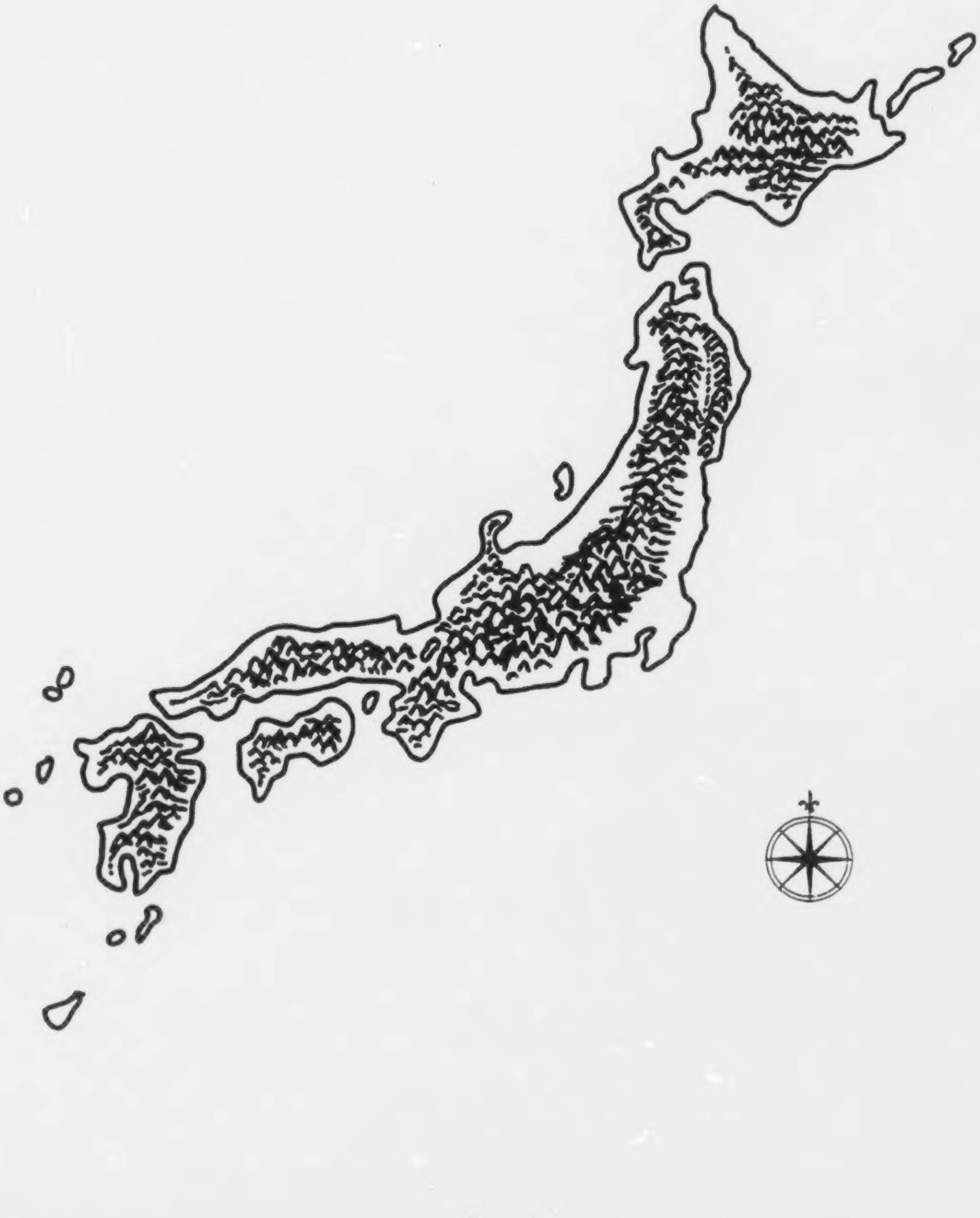
Topic 1
Lesson 2
Teacher Resource 1.2

JAPAN

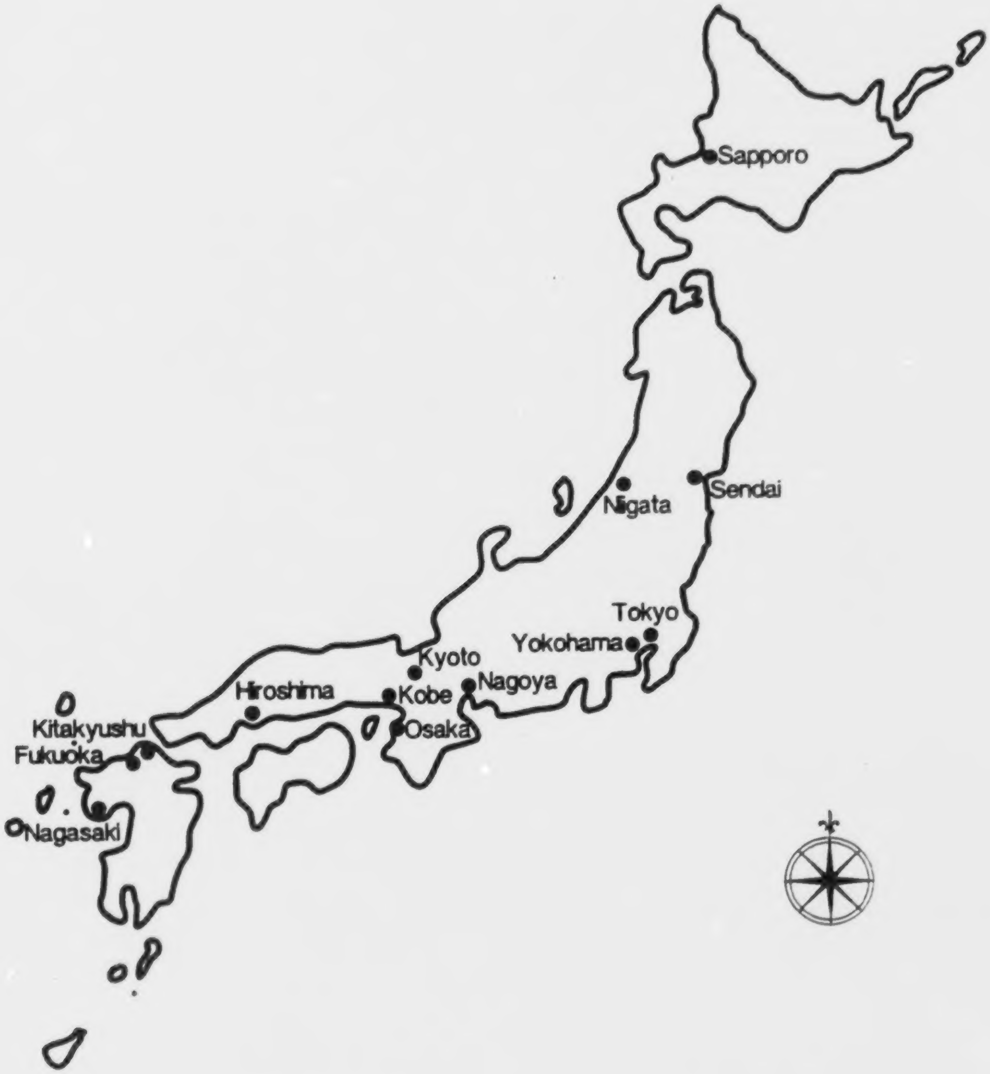

125°
130°
135°
140°
145°
150°
45°
40°
35°
30°
Sapporo
Sendai
Tokyo
Yokohama
Nagoya
Kyoto
Kobe
Osaka
Hiroshima
Fukuoka
Nagasaki
300
400
500 Miles
400
600
800 Kilometers

Topic 1
Lesson 2
Teacher Resource 1.3

TOPOGRAPHIC FEATURES OF JAPAN



CITIES AND POPULATION DENSITY OF JAPAN


Sapporo
Nigata
Sendai
Tokyo
Yokohama
Kyoto
Nagoya
Hiroshima
Kobe
Osaka
Kitakyushu
Fukuoka
Nagasaki

TOPIC 1

PHYSICAL GEOGRAPHY OF JAPAN

Lesson 3

What is the climate of Japan?

OBJECTIVE

Students will identify Japan's location on a globe. Students will compare/contrast the location of Japan with other geographic locations.

MATERIALS AND RESOURCES

☐ Globe
☐ Overheads
☐ Worksheet 1.3 "Temperature Chart of Atlanta and Tokyo"
☐ Teacher Resources 1.1 and 1.2 from Lesson 2
☐ Worksheet 1.4 "Cities on the Same Latitude"
☐ Teacher Resource 1.5 "Places in Japan"

VOCABULARY

subarctic, subtropic, latitude, longitude, climate, hemisphere, contiguous, degrees and minutes

STRATEGIES

Show students on the globe that Japan is located in the Eastern Hemisphere and that the United States is located in the Western Hemisphere. Remind students that although Japan is located in the Eastern Hemisphere, Japan's latitude is approximately the same as that of the 48 contiguous states. Divide the class into small groups, and ask each group to hypothesize about what they think the climate of Japan might be like. Each group should brainstorm conditions that affect climate, come to consensus about their list of conditions, and write a paragraph supporting their hypothesis. When finished, a reporter from each group should read the group's paragraph. Write each group's main ideas on the board. Determine whether the groups were in agreement, and if not, why not?

Ask students how they might find out about the climate of Japan. Provide copies of Worksheet 1.3, "Temperature Chart of Atlanta and Tokyo." Students may locate information about the temperature in Atlanta in an Atlas or a tour guide. After gathering necessary information about Atlanta, guide students in a discussion comparing temperatures in Tokyo and Atlanta. Ask them to hypothesize about the similarities they discover during this activity.

Display the overhead transparencies of Teacher Resource 1.1, "The United States," overlay the Teacher Resource 1.2, "Outline map of Japan" from Lesson 2. Because Japan and the United States are located at approximately the same latitude, Japan's climate is much like that of the East Coast of the United States. Ask the following questions:

- Which state has a colder climate, Maine or Florida?
- Which Japanese island do you think has the warmest climate?
- Which Japanese island do you think has the coldest climate?
- Name one American city and one Japanese city at about the same latitude. How do you think their climates compare?
- How does location affect climate?

Tell children that the climate of Japan ranges from subartic to subtropic. In the north, the summers are cool and the winters are harsh, with much snow. In the south, the summers are hot and winters are mild. In January, daffodils can be found blooming on Kyushu, while villages in the mountains of Niigata lie buried under 6-10 feet of snow.

Distribute individual copies and display an overhead transparency of Worksheet 1.4, "Cities on the Same Latitude." Ask students to use the map to answer the following questions:

- Which city is located nearest latitude 60°? Circle it in red.
- Record how many cities on this map are located nearest latitude 40°? (7)
- List the cities that are located nearest latitude 40°. (Madrid, Rome, Athens, Ankara, Beijing, New York and Washington)
- Which two cities are located at approximately the same latitude as Tokyo? (Los Angeles, Teheran).

Ask students to meet in small groups and discuss their findings. Each small group may report back to the whole group about how they answered each question. Japan's capital and largest city is Tokyo, which lies at 35° 41' north latitude and 139° 36' east longitude. It lies at almost the same latitude as:

Teheran, Iran
Athens, Greece
Los Angeles, California
Atlanta, Georgia
Charlotte, North Carolina.

Tokyo is about 5° south of:

Ankara, Turkey
Beijing, China
New York, New York
Philadelphia, Pennsylvania
Washington D.C.
Columbus, Ohio
Denver, Colorado.

Tell students that you will share overhead photos (Teacher Resource 1.5, "Places in Japan") with them. Ask them to consider some of the facts they have learned during the previous activities and discussions. As you display each photograph, you will guide the children in thinking about geographical features of Japan and Georgia.

For example, share photo 1 (coastline of Japan). Ask children what topographical/geographical features they notice. Ask children who have first hand experience with the Georgia coastline to recall and share topographical/geographical features (flat shorelines, Savannah's shore line/bluff, sand, water, trees). If you have a picture of the Georgia coastline you may wish to share it to help children compare/contrast. Children will most likely note that although Georgia has both mountains and shorelines, they do not occur together.

Show photo 2 (Farm in Japan). Ask children what topographical/geographical features they notice. How do the geographic features in the photo compare with rural farm areas in Georgia? Ask the children what might be produced on this farm. Guide them to notice the area of standing water in the lower left portion of the photo. A plentiful water supply is necessary for rice cultivation. Do the children think that rice is also grown in the mountains shown in the distance? Why or why not? Can students identify places in the United States where rice is cultivated (i.e., Texas coastal area, Louisiana coastal areas). Is rice grown in Georgia? How can they find out?

Show photo 3 (Village Scene in Japan). While examining this photo ask students to think about how the builders of these houses adapted design of the neighborhood and houses to the environment. Does the photograph give enough information for students to form a hypothesis about the size or location of the village? Do they think that the flowers in the foreground are naturally occurring or cultivated?

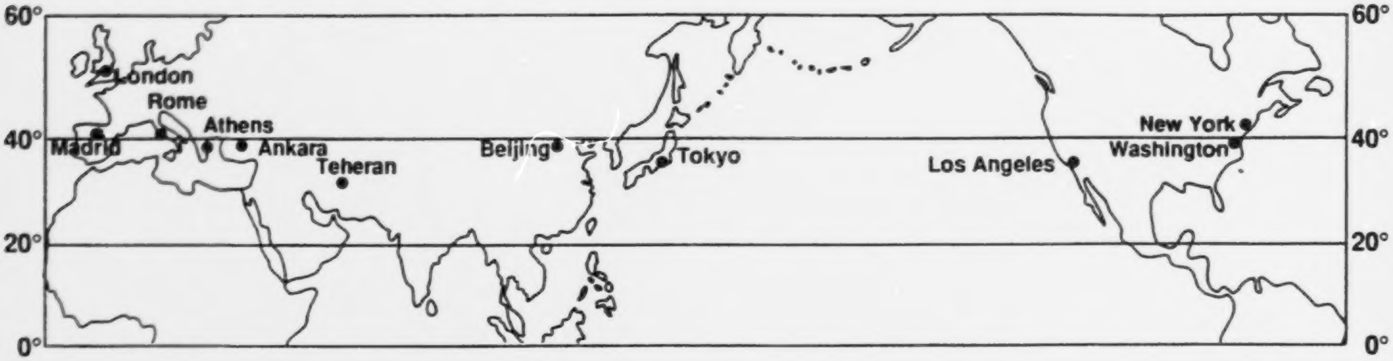
Show photo 4 (A Major City in Japan). Ask students to think about whether or not there are any details in the photo that would identify this metropolitan area as a city in Japan. What features does the city have in common with most metropolitan areas? Students might notice the myriad rail lines running through the central to right portion of the photo. What does this observation tell us about life in this major city? In order to identify which major Japanese city is shown in the photo, ask students to refer to Worksheet 1.4, "Cities on the Same Latitude". Tell students that they need to consider that this major Japan city is located on a latitude similar to Los Angeles and Tehran. Ask students to add Atlanta to their activity sheet. Ask them to continue their compare/contrast activity now that they know the major city they seen in the photo is Tokyo. How might life in Atlanta and Tokyo be similar or different?

Topic 1
Lesson 3
Worksheet 1.3

AVERAGE MONTHLY TEMPERATURE CHART FOR ATLANTA AND TOKYO

		J	F	M	A	M	J	J	A	S	O	N	D
Tokyo	Highs	48F	53F	59F	65F	75F	82F	93F	89F	82F	74F	60F	51F
	Lows	35	32	40	44	56	66	72	74	68	53	42	33
Atlanta	Highs												
	Lows												

CITIES ON THE SAME LATITUDE


60°
40°
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0°
London
Rome
Athens
Madrid
Ankara
Teheran
Beijing
Tokyo
Los Angeles
New York
Washington
60°
40°
20°
0°

From *Facts and Figures of Japan* (Tokyo: Foreign Press Center, Japan, 1987), p. 1.

1. Which city is located nearest latitude 60° ? Circle it in red.
2. Record the number of cities on this map that are located nearest latitude 40° .
3. List the cities that are located nearest latitude 40° .
4. Which two cities are located at approximately the same latitude as Tokyo?

PLACES IN JAPAN

Photo 1 - Coastline of Japan

Photo 2 - Farm in Japan

Photo 3 - Village Scene in Japan

Photo 4 - A Major City in Japan

TOPIC 2

CONTEMPORARY LIFE IN JAPAN

Lesson 1

What foods do people eat in Japan?

OBJECTIVE

Students will compare/contrast foods they eat with foods people eat in Japan. Students will identify various food services in Japan.

MATERIALS AND RESOURCES

☐ Teacher Resource 2.1 "Japan's Top Ten Favorite Foods"
☐ Teacher Resource 2.2 "Serving Food

VOCABULARY

hashi, mayoi, sashi, yose, shamoji, obento-bako

STRATEGIES

This lesson involves a three step process that begins with an exploration of students' perceptions of food in Japan, moves to a discussion of their favorite foods, and ends with a discussion of a survey of most popular foods conducted in Japan. Such discussions might help children to dispel stereotypes and also consider cross-cultural blending that is brought out by the Westernization of some aspects of the culture in Japan.

Ask children in a whole group setting to brainstorm a list of what they think the most popular foods are in Japan. Such a student-generated list typically includes:

tuna
shrimp
squid
rice cakes
rice
carrots
cabbage
beans
celery
seaweed
tea

Ask students to make a generalized statement about the foods they have listed. You might have to guide students in this process to conclude that their perceptions of Japanese diet is that it is healthy, fairly low fat, good for you, etc.

Invite children individually to make a list of their favorite foods. As a few of the children share their lists, record frequently reported items on the board. Such a list typically includes:

McDonalds
pizza
ice cream
Burger King
French fries

Ask students to make a generalized statement about the foods they have listed. Guide them in a brief comparison of their perceptions of foods eaten in Japan and in their local community.

Now, tell students that you have a list, taken from a survey of people living in Japan, of their top 10 list of favorite foods. Cover the transparency from Teacher Resource 2.1, "Japan's Top Ten Favorite Foods," and reveal each item from the 10th choice to the first, most popular choice. Students will most likely be surprised to learn that French fries, fried chicken, pizza, and spaghetti are in the Japanese top ten foods. Remind children that even though these foods are listed as favorites, they are not eaten daily.

Ask children to consider how their perceptions and preferences were similar and different to the survey information. Guide them in a discussion of how western fast foods are having a cultural impact upon some of the eating habits of the Japanese. Eating in Japan is a cultural experience that demonstrates a blending of old and new, foreign and native.

In Japan, separate bowls are used for separate items. Food is not placed together in one bowl. You may wish to show Teacher Resource 2.2, "Serving Food (Photograph 1)," that illustrates this practice. Chopsticks (hashi) come in various sizes. According to *Eating in Japan* (Japan: Japan Travel Bureau, 1986), eating with chopsticks involves the use of proper etiquette. Mayoi, or dithering, involves waving chopsticks around over a bowl of food. Hovering the chopsticks over many bowls while trying to decide what to take next is considered bad manners. Sashi, or inserting, involves spearing the food with the points of the chopsticks. Yose, or drawing near, means pulling dishes towards you with the chopsticks. One should always pick up the dishes with the hand. Japanese people may also choose to use a fork, knife or spoon.

A spoon, or paddle for serving rice (shamoji) is made of bamboo and is inexpensive. The obento-bako (children's lunch box) is a typical item found in Japan. It has two or more divisions in it and one usually contains cold rice. The other compartment may contain meat, fish, vegetables or sweets.

Tea, one of the most popular beverages in the world, is drunk for comfort, cheer, or simply to relax. Frequently associated with hospitality or friendship, offering a cup of tea to a visitor is seen as a gesture of welcome in various cultures.

The tea ceremony is a traditional ritual that is observed only a few times a year by most people. In this ritual, tea is served in an artistic, ceremonial way. The purpose of the ceremony is to foster a feeling of inner calm and an open frame of mind towards nature and mankind. Elegant manners and rules of etiquette are employed during the ceremony.

Tea masters may spend many years in an attempt to learn how to create a perfect performance that also involves participants in enacting specific manners. Tea cups and saucers come in both child and adult sizes. Although tea remains an important beverage in Japan, coffee, soft drinks, and even a sport drink called Pocari Sweat (see Teacher Resource 2.2, "Serving Food" [Photograph 5]), which is sold in vending machines, are also popular.

Typical Japanese daily fare includes foods such as:

Breakfast - goban (steamed rice), miso-shiru (bean paste soup), and tea

Lunch - rice or noodles, cucumber salad, a small serving of meat (fish, chicken or pork), tea

Dinner - salad, cabbage, and fish-based soup or chicken wings.

Many Japanese people eat seafood, such as sashimi or sushi (raw fish), and seaweed or pork spare ribs and noodle dishes, called soba. Mochi is another popular dish that consists of rice cakes wrapped in seaweed.

Rice is a staple of food in Japan. Indeed, rice farming is Japan's major agricultural industry. Favorite vegetables in Japan include:

hakusai	(Chinese cabbage)
kyuri	(cucumber)
shiitake	(mushroom)
ninjin	(carrot)
retasu	(lettuce).

People in Japan eat a variety of fish prepared in many ways that include: grilled, salted, boiled, and fried. Favorite fish includes: maguro (tuna), tara, (cod), and aji (mackerel). People in Japan meet one of their basic needs, acquiring food, in ways similar to people in the United States.

The blending of cultures and preferences are perhaps best illustrated in the variety of food services displayed in the following photograph collection in Teacher Resource 2.2, "Serving Food."

Children will most likely be surprised to see such a variety of restaurants, including a Japanese McDonalds (Photograph 4), a sandwich shop (Photograph 6), and a western style banquet (Photograph 3) set to entertain visitors from America. Photograph 2 shows a display of menu items in the window of a neighborhood restaurant.

JAPAN'S TOP TEN FAVORITE FOODS

10. Korean Barbecued Beef
9. Spaghetti
8. Gyoza (friend Chinese dumplings stuffed with minced pork)
7. Pizza
6. Hamburger Steak
5. Hamburgers
4. Chinese Corn Soup
3. Fried Chicken
2. Instant Noodles
1. French Fries

Source: Yates, Ronald, E. "U.S. Fast Food May Lead Japanese to Nutritional Suicide." Chicago Tribune, October 16, 1990.

Topic 2
Lesson 1
Teacher Resource 2.2
page 1

SERVING FOOD

Photograph 1 - Food Serving

Photograph 2 - Restaurants

募集
女子アルバイト
夕方から

Photograph 3 - Buffet

Photograph 4 - Fast Food

マクドナルド
ハンバーガー

Photograph 5 - Pocari Sweat

CANS SHOP
POCARI SWEAT
UCC
COFFEE

Photograph 6
Sandwich
Shop

Overhead Photograph Listing and Information

PHOTOGRAPH 1
Food serving Foods are not placed together on one plate or in one bowl, but as illustrated in this photo are served in many small containers so each dish will retain its unique flavor.

PHOTOGRAPH 2
Restaurants: Many restaurants display plastic models of the shokudo, or small, affordable special dishes, in their window so customers will know what to expect and see how beautifully prepared the dishes are.

PHOTOGRAPH 3
Buffet: This photo shows a western style buffet that has been prepared in a hotel for a group of Japanese businessmen and their visitors from the United States.

PHOTOGRAPH 4
Fast Food: Sometimes Japanese people eat at a westernized fast food restaurant, such as McDonalds.

PHOTOGRAPH 5
Pocari Sweat: Pocari Sweat is a popular Japanese sports drink that is sold in vending machines.

PHOTOGRAPH 6
Sandwich shop: Some meals are purchased at a sandwich shop, the Japanese equivalent of a delicatessen.

TOPIC 2

CONTEMPORARY LIFE IN JAPAN

Lesson 2

What clothing do people wear in Japan?

OBJECTIVE

Students will compare/contrast clothes they wear with clothing people wear in Japan. Students will identify various occasions for wearing particular types of clothing in Japan.

MATERIALS AND RESOURCES

- ☐ Teacher Resource 2.3 "Clothing in Japan"
- ☐ Teacher Resource 2.4 "Kimonos and Undergarments"

STRATEGIES

Ask children if they always wear the same type of clothing all of the time and every day. Tell them to help you list the different items and types of clothes they might wear for different occasions. Record children's suggestions on the board. Then invite them to help you group the items into categories related to specific occasions. This list might include the following categories and garments:

Playing	School	Wedding
shorts	jeans	suit and tie
t-shirts	shorts	dress
Nikes	skirts	flats
socks	Nikes	dress shoes
	socks	necklace

Sports	Vacation
uniforms	swim suits
special shoes	shorts
hats/head gear	t-shirts
	tennis shoes
	sun visors

You might need to prompt children to consider other special occasions that require atypical garments, such as dressing in costume for a Thanksgiving play or dressing up for Halloween. Clothes might also be categorized by seasonal changes in weather.

People in Japan also wear different types of clothing for different occasions. The blending of old traditions and new styles creates an interesting expression of culture and fashion. Relate to students that if they lived in Japan they would also wear a variety of clothing.

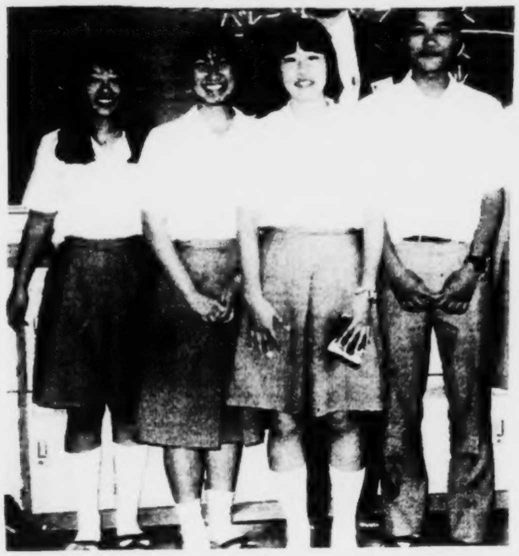
For example, many Japanese children wear school uniforms that consist of a pair of shorts, slacks or a skirt, a shirt, t-shirt or blouse, necktie or ribbon, a badge, socks, shoes, and sometimes even a hat. Display Teacher 2.3, "Clothing in Japan" that shows students wearing their uniforms at school (Photograph 1). When on a field trip, the uniforms identify the children as students who attend a particular school. Photograph 2 shows children from an elementary school on a field trip and all wearing yellow hats.

Children and adults wear more traditional garb when celebrating special occasions. Photograph 3 shows a traditional kimono. Women's dressy kimonos are designed with colorful patterns and are usually made of silk. Teacher Resource 2.4, "Kimono and Undergarments" illustrates the various clothing accessories associated with a kimono. Men may also wear kimonos for formal occasions. The haori is an outer half-coat that is worn over the kimono in cold weather. The hakama is a pair of divided full pants that are similar to culottes. Tabi are special socks that are worn under zori (shoes).

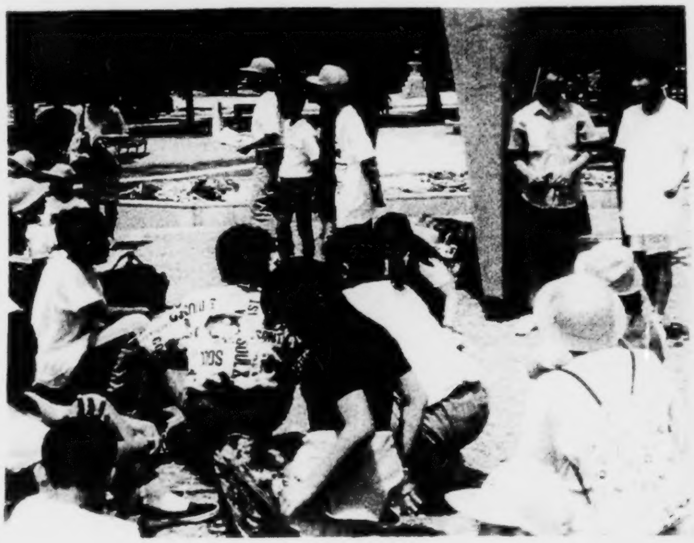
A Yukata (summer kimono) is light weight and might be worn to a family celebration of a special event or summer festival. No tabi are usually worn in the summer; instead Japanese children may be barefooted when wearing wooden sandals. A Tango-no-Sekku (boy's outfit) is worn in May for the boy's festival and girls will wear a kimono for the Hina Matsuri (Doll Festival in March). Many people wear western, or American style clothing for everyday or casual wear as seen in Photograph 4 taken in Tokyo. Men and women who work in offices may wear business suits or uniforms. Sports, such as, baseball, soccer, or judo, often require special uniforms.

CLOTHING IN JAPAN

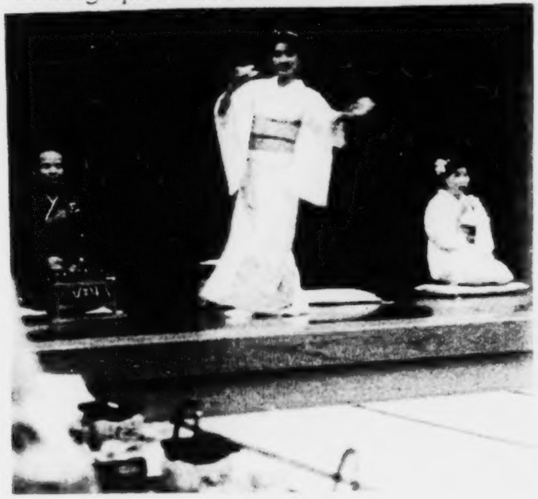
Photograph 1 - Japanese Students in Uniform



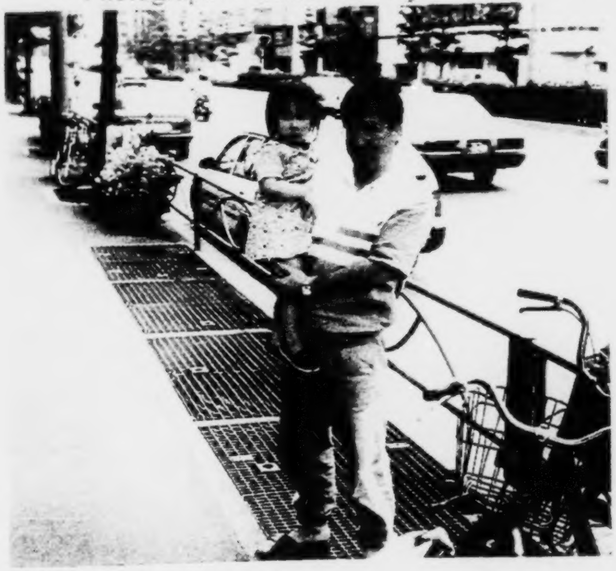
Photograph 2 -Children on a Field Trip



Photograph 3 - A Traditional K*imono*



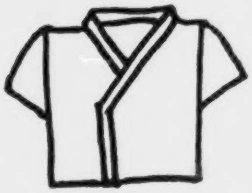
Photograph 4 - American Style



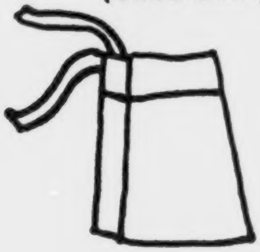
Topic 2
Lesson 2
Teacher Resource 2.3

KIMONO AND KIMONO UNDERGARMENTS

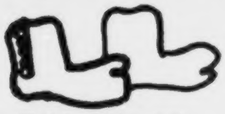
Layer 1



Hada Jyuban
(Undershirt)

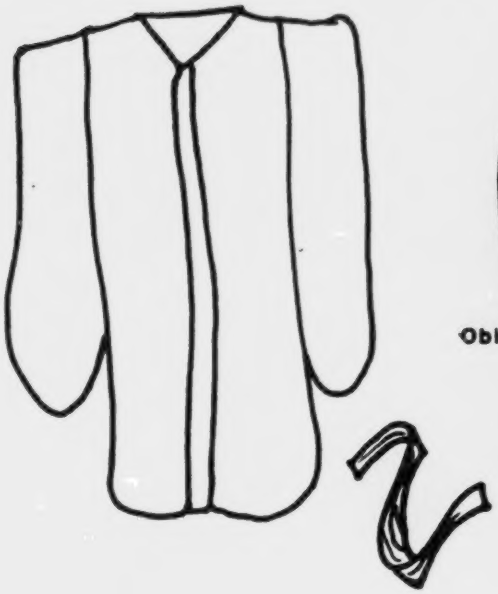


Susoyoke (Slip)



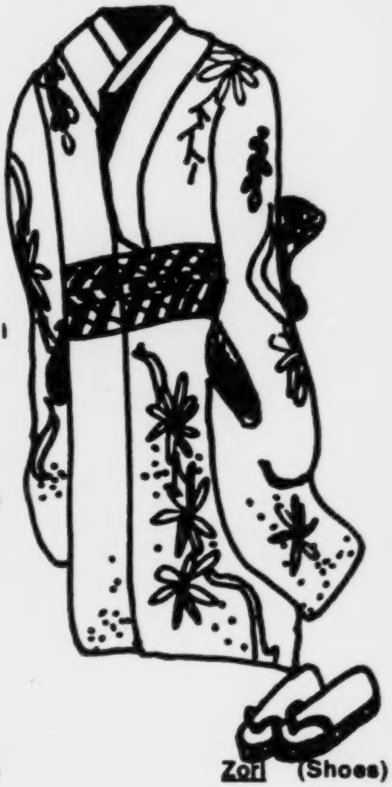
Tabi (Socks)

Layer 2



Naga-juban
(long undergarment worn
between layer 1 & kimono)

Kimono



Zori (Shoes)

Contemporary Life in Japan

Lesson 3

Where do people live in Japan?

OBJECTIVE

Students will compare/contrast homes they might see in Japan with homes in the United States.

MATERIALS AND RESOURCES

☐ Teacher Resource 2.5 "Types of Homes in Japan"

STRATEGIES

Japan has a mountainous terrain, and most major cities are concentrated around the coasts. Compared to the United States, Japan is very crowded. Imagine half of the population of the United States living in the state of California. Because of the high population density, the people of Japan have become adept at living in close proximity to one another. Space is at a premium, and the Japanese show great ingenuity in using space wisely.

Japanese houses may be traditional style and built of wood with tile roof or modern brick, wood, or stucco, and many of the modern homes use some traditional architectural features. The climate of Japan is reflected in the architectural style of its homes. Houses typically have sliding doors, called fusuma, that can be closed to prevent drafts in winter and opened to promote ventilation during the damp, rainy summer season.

About 60% of Japanese families own their own homes, compared to about 64% of American families. Approximately 30% of Japanese families live in apartments or condominiums, and 10% live in public housing or company-provided housing. It is not unusual for a traditional-style Japanese home to be passed down from generation to generation. Older, traditional-style homes have often been updated with modern conveniences. Many Japanese choose to live in modern apartmentsor condominium complexes because the high costs of land and building materials make home ownership very expensive. For example, when the costs and sizes of single houses in Tokyo and in New York City are compared, one finds that the average home in Tokyo is approximately 900 square feet and costs almost 13 times a worker's annual income, while the average home in New York is 1350 square feet and costs about 3 times a worker's annual salary. Whether a Japanese home is in a suburb of Tokyo or along the northern coast of Hokkaido in Izumo, it likely will have a small courtyard or garden. The Japanese revere nature, and it is desirable to have a bit of nature around them. Various forms of decorative topiary have been perfected in Japan, including bonsai, the traditional form of small, shaped trees and shrubs.

Scarcity and expense of land necessitate small yards, if any. Many homes are surrounded by walls or fences that help ensure privacy and quiet.

Share with students Teacher Resource 2.5, "Types of Homes in Japan." Invite students to identify the different types of homes. Ask students to consider where the homes are located (rural, suburban or urban area) and to provide reasons for their opinions (style of construction, streets visible, other houses around, signs of large or small city).

Share with students Teacher Resource 2.6, "Floor Plan of an Apartment in Japan." Ask students to make observations about the apartment's plan in order to compare it to a traditional American home. Invite observations about the home's kitchen, dining area, bathroom, and sleeping areas. Students may wish to build upon this space-conserving floor plan to create a larger floor plan for a home, using tatami-mat measurements. The size of the tatami-mats are typically used as a standard of measurement for traditional Japanese rooms. For example, a room typically may be a four-and-a-half mat, six-mat, or eight-mat size.

Nearly all Japanese homes, whether modern or traditional, have a tatami room The tradition of the tatami room dates back over 1,000 years. Tatami are 6' x 3' mats that are densely woven from natural materials, such as rice stalks. Each mat is bound with a border of heavy cloth, which may be natural-colored, or more colorful. Years ago, the tatami mat was a place to sleep. Today, if one sleeps in a tatami room, first a comfortable pad or mattress called a futon is placed on the mat. These can be easily rolled up and stored to clear the room for daytime. Tatami mats are typically expensive, and care is taken to ensure their longevity. Traditionally, one removes shoes and slippers before stepping on a tatami mat.

After students have made observations about a floor plan for a typical Japanese apartment, have them note features that seem to have distinct advantages to the Japanese lifestyle. Next, ask students to note features that might seem disadvantageous. Have students create a child's space-saving bedroom based on Japanese notions of space conservation. Be sure to encourage new and innovative, space-saving ideas. Students should be prepared to discuss all features of their bedroom plan when finished.

PHOTOGRAPH 1 *Condominium complex* - Children may note that instead of individual courtyards, many condominiums have a balcony or terrace area that may support a garden.

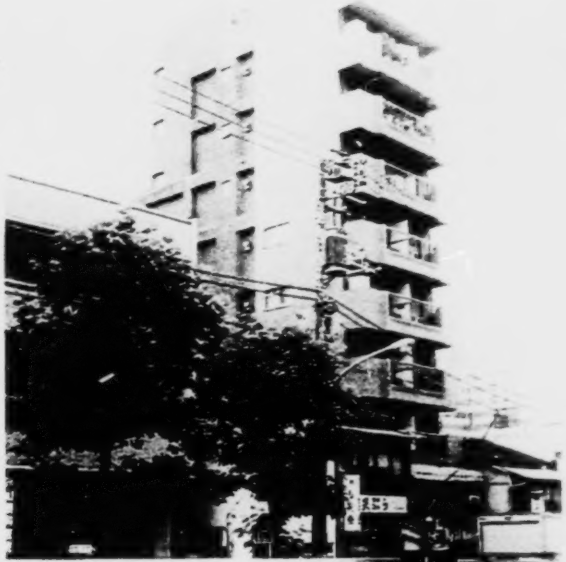
PHOTOGRAPH 2 *Traditional Single Family Home* - This photograph is taken from the courtyard or garden area of a traditional home made of wood, stucco, and tile.

PHOTOGRAPH 3 *Modern Single Family Home* - This three story home provides entry access through either the main door on the ground level, or a stairway to the second floor. It is made of brick and concrete.

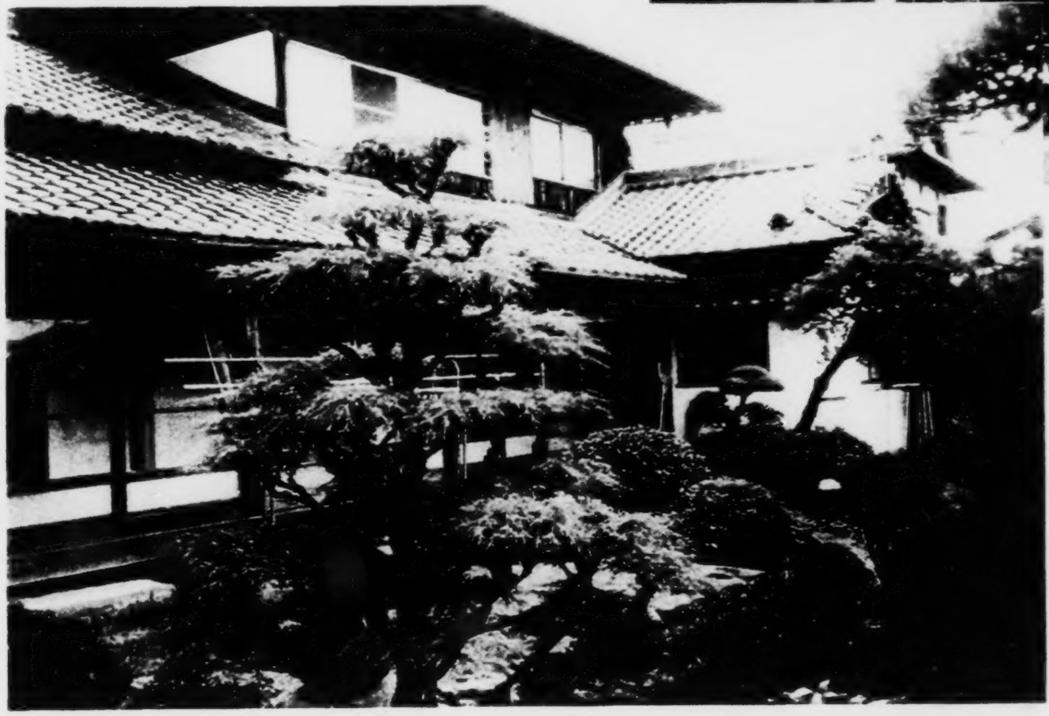
PHOTOGRAPH 4 *Apartment House* - This apartment house provides parking spaces beneath the building. This is an important consideration in a crowded urban area.

TYPES OF HOMES IN JAPAN

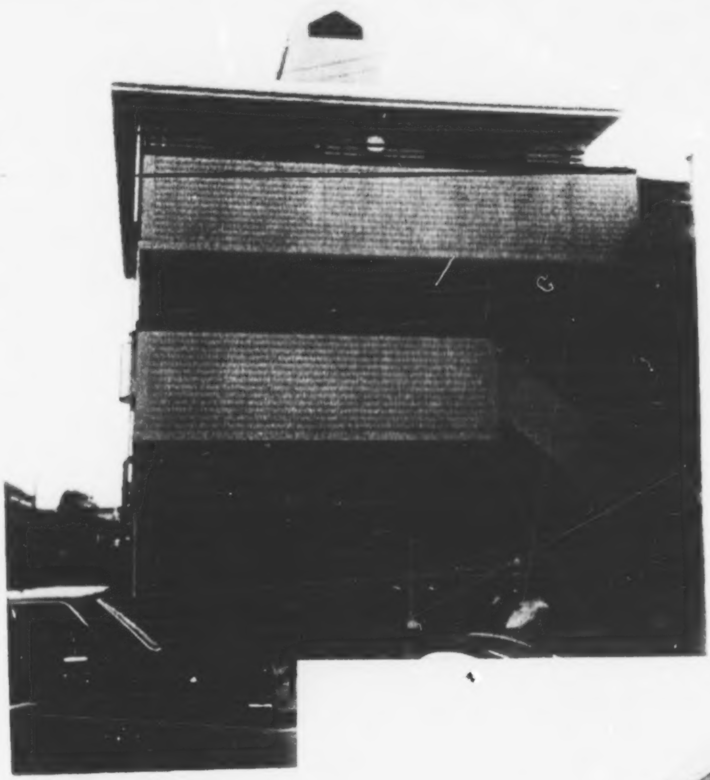
Photograph 1 -Condominium Complex



Photograph 2 - Traditional Single Family Home

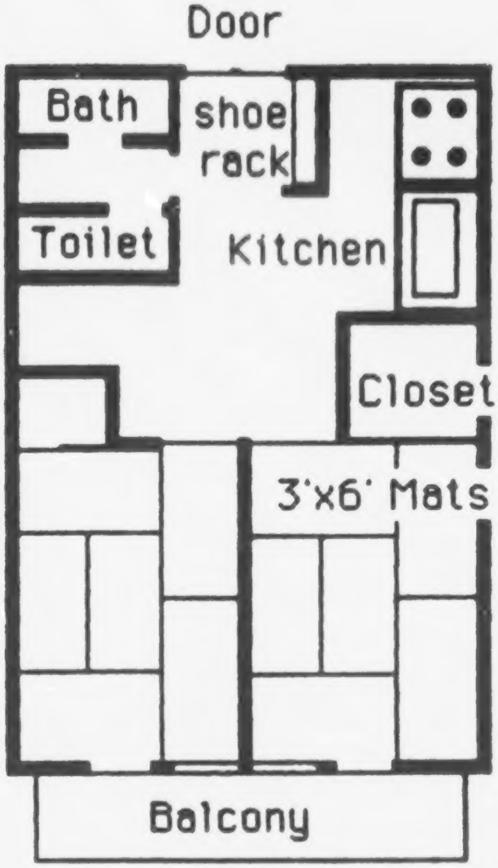


Photograph 3 - Modern Single Family Home



Photograph 4 - Apartment House

FLOOR PLAN OF AN APARTMENT IN JAPAN


Door
Bath
shoe
rack
Toilet
Kitchen
Closet
3'x6' Mats
Balcony

Lesson 4

How do people get around in Japan?

OBJECTIVES

The student will identify various modes of transportation frequently used in Japan.

MATERIALS AND RESOURCES

☐ Teacher Resource 2..7 "Transportation in Japan"

STRATEGIES

Japan has an exemplary system of transportation linkages, including an effective mass transit system of below-and above-ground trains; modern air passage; heavy truck or shipping transportation of goods; extensive bus routes; and a multiple lane highways and roads for inner - and outer-city transportation (see Teacher Resource 2.7, Transportation in Japan).

Japan's rail system, begun in 1872, is fast and efficient. It links all major cities and towns. Railroads carry over 20 billion passengers a year. Most railroads are operated by Japanese National Railways (JNR). The JNR has become world renowned for its Shinkansen, or "bullet" train, which travels at speeds up to 130 miles per hour and operate on super-express lines. Some innovations in progress by JNR are a 33.5 mile-long underwater tunnel planned to link the large, main island of Honshu with the northern island of Hokkaido.

Japanese commuter trains are filled to overflowing during rush hour commutes (see Teacher Resource 2.7, Photograph 5). Some Japanese workers have a 1 - 2 hour commute by train into the major cities each morning and evening. The train system runs efficiently and punctually. Tickets are purchased before entering the track area, from numerous, clearly-marked ticket vending machines (see Photograph 6). Commuters then follow color-coded signs to indicate the gate area (see Photograph 7). Once they reach their gate, they wait in a wide yellow area that is painted in the station platform (see Photograph 8). The trains stop exactly on the spot, people are in position to enter the doorways because of the yellow spacing, and a train departs three minutes after arriving at the station. Kiosks are strategically located next to yellow waiting areas so that travelers may bound off and back on a train after buying refreshments or newspapers.

PHOTOGRAPH 1 - *Modern Air Passage*
Japan is served by all major international air carriers.

PHOTOGRAPH 2 - *Shipping*
Japan is the largest manufacturer of ships in the world.

PHOTOGRAPH 3 -*Extensive Bus Routes*
Buses help alleviate automobile traffic in urban areas.

PHOTOGRAPH 4 - *Multiple Lane Highways*
Cities in Japan are similar to heavily trafficked areas around the world.

PHOTOGRAPH 5 - *Japanese Commuter Train*
The Japanese depend upon their reliable system of commuter trains to provide inexpensive transportation.

PHOTOGRAPH 6 - *Ticket Vending Machines*
Travelers on commuter trains purchase tickets at conveniently located vending machines.

PHOTOGRAPH 7 - Gate Area
Travelers on the commuter train follow color coded signs to the correct boarding areas.

PHOTOGRAPH 8 - *Station Platform*
Commuters wait behind the yellow line until the train arrives.

Three types of train service are available in Japan. They are: futsu (local service), tokkyu (limited express service), and kyuko (express service). Futsu offers the same type of compartment and seating for all cars; tokkyu and kyuko offer a green car, or first-class service.

Tokyo Station is the central rail terminal in Japan, and it was built in 1914. Twelve train platforms are found here, located on several underground and above ground levels. Tokyo Station stands out architecturally, because it looks European. It is built of red brick and is designed after Amsterdam's Central Station.

Public, private, and subway rails crisscross the major areas in and around Tokyo, and the stations at these intersections are enormous. Shinjuku Station is used by more than 2 million commuters a day. At Ikeburo Station, the tallest building in Japan is positioned. It is the Seibu Department store. At many of the main train/subway intersections, the stations contain huge, multi-block underground shopping malls that feature department stores, restaurants, and smaller shops.

Japan's production of reliable, high-quality automobiles has contributed to the flow of automobile traffic each day. Almost 70% of Japanese families own a car. It is an expensive endeavor, because fuel is very expensive. And, because of limited space, in order to register a car in Japan, an owner must present proof that a parking space for the car has been secured. City dwellers typically use their cars for weekend excursions, but, like in the United States, Japanese who live in rural areas depend on their cars daily. In Japan, cars drive on the left side of the road, as in Great Britain, and the driver sits on the right side of the car. To get a driver's license in Japan, one must be 18 years old.

Even though over half of the people who live in Japan own cars, because space is very limited, parking spaces are also limited. Parking solutions have ranged from elevated frameworks that stack cars to slots constructed like a Ferris wheel, or rotary parking. In some areas, multilevel parking spaces have been built below the ground.

Transportation by boat is often utilized in remote areas, and Japan is the largest manufacturer of ships in the world. Ferries are also commonly seen in the cities, transporting automobiles, trucks, and passengers.

Japan is served by modern airports in major cities. International air traffic typically utilize airports in major cities. Traveling by air from Los Angeles to Tokyo takes approximately nine hours and thirty minutes, depending upon the route taken.

TRANSPORTATION IN JAPAN

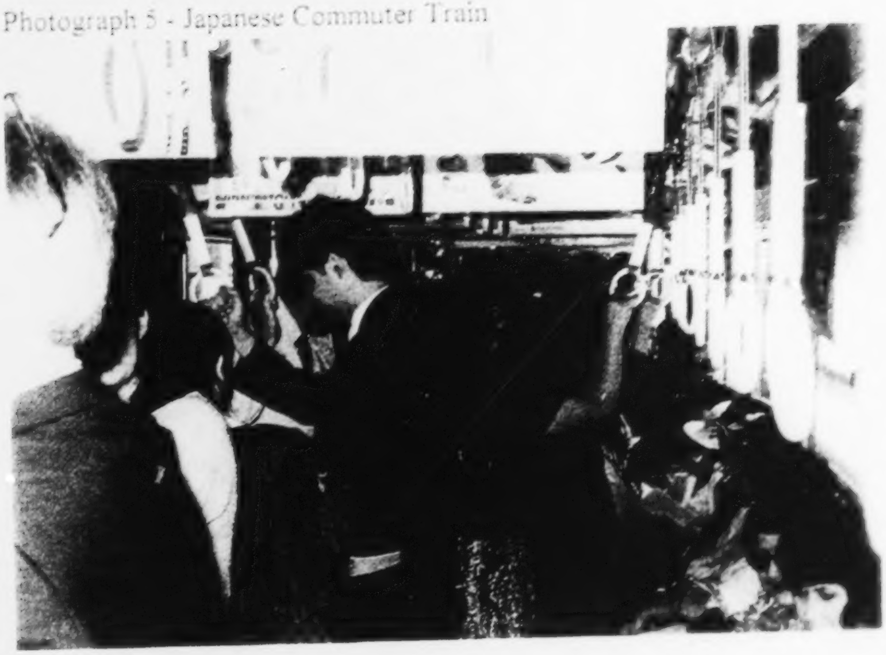
Photograph 1 - Modern Air Passage

Photograph 2 - Shipping

Photograph 3 - Extensive Bus Routes

Photograph 4 - Multiple Lane Highways

Photograph 5 - Japanese Commuter Train



Photograph 6 - Ticket Vending Machines

Photograph 7
Gate Area

東京・大阪・名古屋
団体入口
車いす用入口

Photograph 8
Station Platform

TOPIC 3

ARTS AND RECREATION IN JAPAN

Lesson 1

What are leisure time activities in Japan?

OBJECTIVE

Students will compare/contrast leisure time activities they experience with leisure time activities in Japan.

MATERIALS AND RESOURCES

☐ Teacher Resource 3.1 "Sightseeing in Japan"

STRATEGIES

This lesson is divided into four sections that include the leisure or pastime activities of: (1) watching and playing sports, (2) sight seeing, (3) playing games, and (4) watching theatrical entertainment. Tell students that as a culminating activity after the lesson, they will be asked to compare one Japanese art or recreation activity with a comparable American art or recreation activity. They may list and then summarize the likeness and differences, write a comparative fictional narrative, or draw a picture that illustrates the points they would like to make.

Activity 1 - People in Japan enjoy many types of sporting activities and either actively participate in sports or are avid sports fans. Some of the most beloved sports include baseball, sumo wrestling, kendo and judo, and even golf. Besuboru (baseball) is a sport with American origins that has found a home in the Japanese culture. As Japan's national sports pastime, fans follow the games of twelve pro teams that are organized into two professional leagues, Pacific and Central. Ask children what they think it would be like to root for a team called the Dragons, the Carp, the Swallows, or the Whales. Each team has a loyal following of fans. Koko-yaku, a high school baseball tournament that is the most popular televised sporting event in Japan, is held twice a year in an area near Osaka.

Sumo Wrestling is a national sport that is based on a traditional style of Japanese wrestling. Wrestlers follow strict rituals during their performances or matches such as, a rite of purification that involves tossing salt across the ring. Sumo wrestlers tend to be very large and weigh several hundred pounds. Tournaments are held every year throughout cities in Japan.

Kendo is a Japanese martial art that is based on the finely honed skills of swordsmanship and fencing. Contestants in kendo matches wear a protective clothing of armor and use bamboo swords instead of metal swords. Participants score points for touching an opponent's head, body, forearms, or neck.

Judo is an updated version of a traditional sport of self-defense called jujitsu. The only weapons used in these events are the hands. Karate involves the use of a person's hands, elbows, feet, and even knees. The color of a person's belt reflects the highest ranking of performance attained.

Activity 2 - People in Japan enjoy the leisure time activity of travel and sightseeing. Famous landmarks in Japan are often popular areas to visit. Show students Teacher Resource 3.1, "Sightseeing in Japan." Photograph 1 is part of a monument to people who died at Hiroshima at the close of World War II. The bomb-scarred building was left standing to help visitors remember the destruction of the atomic bomb. Photograph 2 shows the Matsue Castle, another popular landmark. Built in 1611 Matsue, Japan, the castle is built on a massive stone base. The basement has a well and an underground cellar for salt and rice storage.

Photograph 3 shows children feeding the birds during a visit to a religious shrine. Most shrines have a Torii, or gateway, at the entrance (see Photograph 4). The gateway is intended to separate the holy world inside the shrine from the outside world. Lion-shaped guardian statues of dogs called Koma-inu are displayed in pairs in front of the shrine. Traditionally, one dog has his mouth open, the other closed. Another religion-related activity occurs during Higan, the week of September 23rd. Buddhist families visit the tombs of their ancestors and hold special services.

While sightseeing in the mountains, many families may go skiing, as shown in Photograph 5. It is not unusual for a person who lives in a city to travel over 3 hours to go skiing, then return home the same day.

Activity 3 - Children all over the world have played games for thousands of years. Many games are related to skills related to roles children will assume when they grow up. Other games are related to the joy of movement, the anticipation of surprise, or a sense of fun.
Understanding the games that children in Japan play may help children in America understand the universal nature of play. Three games are briefly described in this section. Guidelines for each of the games are included in Teacher Resource 3.2.

Faces is a game that is based on the fine art of painting portraits. Playing this game is intended to encourage creativity and good-natured self-humor. Materials needed include cardboard or tagboard, markers, and scissors.

Jan-Ken-Pon is a counting game that is often used to choose sides or settle an argument. It is very similar to the American game of Scissors, Paper, Rock.

Mukade Kyoso is a game that emphasizes the efforts of two groups, instead of the effort of an individual. Because Kyoso means to complete and Mukade means centipede, this game literally means to compete like a centipede. You might ask children to predict what the game might entail.

Activity 4 - Watching theatrical entertainment ranges from modern venues such as television and movies to traditional Japanese theatrical forms such as Kabuki. An article in the March 31- April 6, 1996 TV Week, related the fact that a television show called "X-Files", popular in the United States, was also popular in Japan. During the 1990s, at 8 pm on Wednesday nights, about 15 percent of all households in Japan tuned-in to this show about space aliens and paranormal activities. The editor of Japan's TV Guide, Kazuhiro Nozawa, suggested that Japanese enjoy keeping up with American trends in popular culture through the mass media. Typical Japanese television shows consist of low-budgeted variety and quiz shows, singing, and dramas.

Kabuki is a form of traditional Japanese theater that involves singing, dancing, movement, acting, and pantomime within the framework of a play. Three smaller words comprise Kabuki: ka (song), bu (dance), and ki (acting). Tell children that if they went to an authentic, traditional Kabuki play, they might sit in the theater for over 5 hours!

This type of theater deals with universal themes such as honor, tragedy and humor. Characters in plays might be leaders or warriors. Costumes, or isho, are colorful, and reflect the age, status, and/or occupation of the character. Characters also wear a heavy make up called kesho that consists of a white basecoat and bold facial features outlined in red, black, or blue.

Many theaters designed for this form of acting have a raised runway (hanamichi, or flower path) that connects the right side of the stage to the back of the auditorium while passing through the audience. It is used as an exit or entry passage. The scenery in this form of theater is called odogu. Props are called kodogu. Much of the set design is made up of flat pieces of wood that are painted to look like objects. In addition, almost every traditional Kabuki stage has a lazy-susan type of turntable in the center of the stage. Thus, when a scene is over, the turntable may be moved to set up the next scene in an easy fashion.

Since the 17th century, women have not been allowed to star in these lavish productions because performing before an audience was not considered to be respectable activity. Therefore, all of the roles, even the female ones, are acted by men called Oyama or Onnagata. Actors wear special make up called Kumadori and engage in highly stylized, dramatic gestures and body movements. To become an actor in the Kabuki theater, one must be born into a Kabuki acting family. In some Japanese families, an actor can trace his roots in the theater back for several generations to a great-great-great grandfather. Family crests, or mon, are often worn by actors and may be recognized by faithful fans.

If the children are interested in producing their own Kabuki play, you might try to locate two resources written by Douglas Love in 1993: Kabuki Gift: Director's Guide, and Kabuki Gift: An Original Play, published by Harper Collins Publisher in New York, New York.

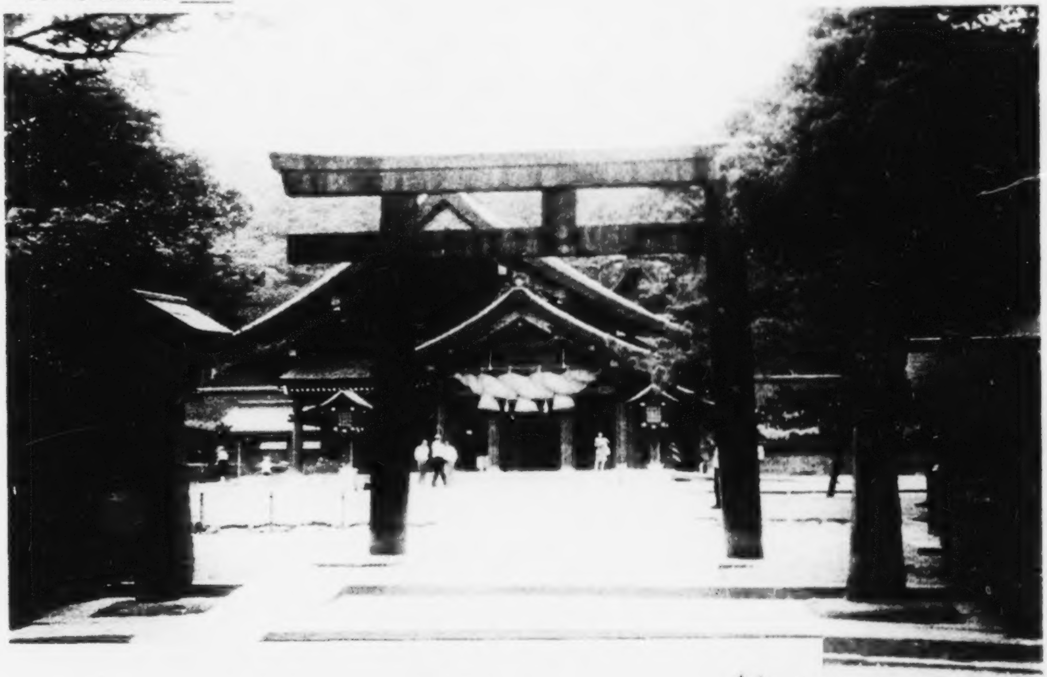
SIGHTSEEING IN JAPAN

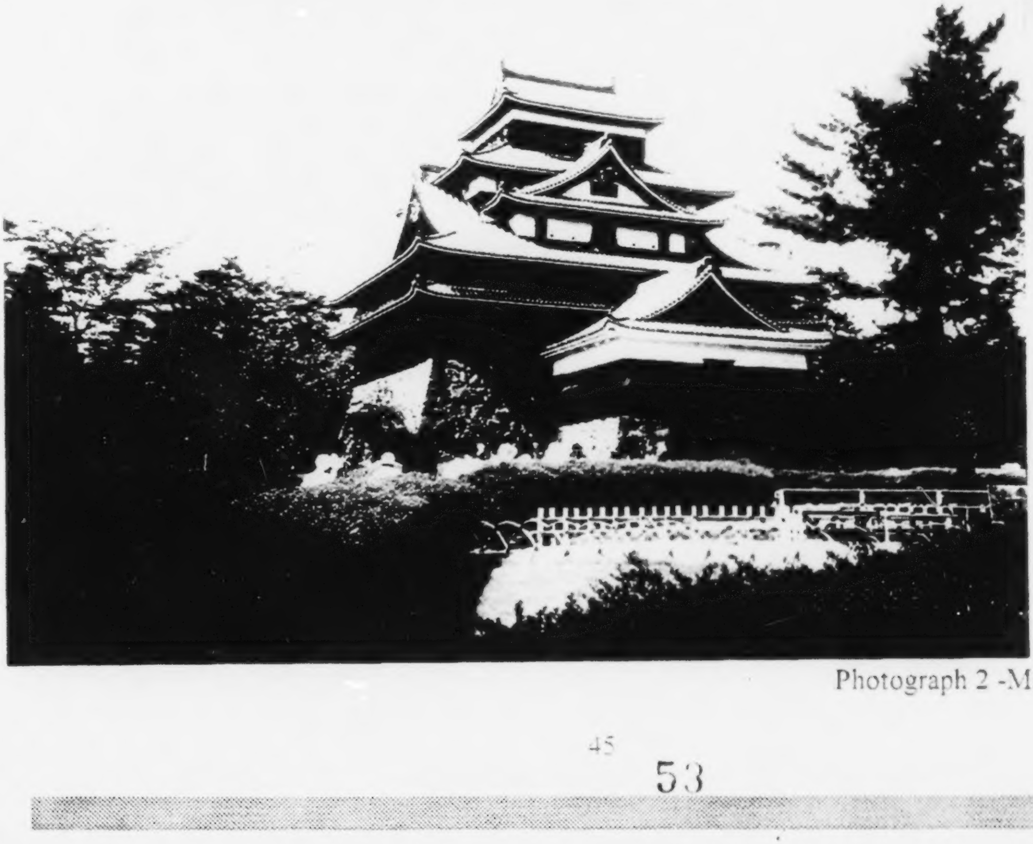
Photograph 1 - Part of a monument to people who died at Hiroshima at the close of World War II.

Photograph 3 - Children feeding the birds during a visit to a religious shrine.

Photograph 5 - While sightseeing in the mountains, many families may also go skiing.

Photograph 4 - Izumo Shrine Torii





Photograph 2 -Matsue Castle

GAMES

Faces

Object of the game:	For children to try to identify their mask.
Number of Players:	2 to a classroom full
Materials:	• Tagboard or lightweight cardboard that is large enough to cover a child's face. • Markers • Scissors • String or elastic
Getting Ready:	• Provide every child with a piece of tagboard and ask them to cut it into any shape they desire. The only guideline is that enough of the tagboard must be left to cover their face. (For very young children, you may need to precut a series of shapes and allow children to select the one they want). • After making a hole on each side of the mask, loop a piece of string or elastic band through each hole and tie to hold it in place over the players' faces. Equip each player with a magic marker. Ask children to sit in a circle, close their eyes, and place the masks over their faces.
Playing:	•Ask one person to be the leader and stand in the middle of the circle. The leader directs players to draw facial features on their own masks without looking, or while the mak is still in place. For example, the leader might say (1) "draw your right eyebrow," then (2) "draw your left nostril, etc. • When the faces are finished, and without looking at what they have done, children remove the masks and write their name on the back. The leader and/or teacher collects, shuffles, and then displays the masks.
Ending:	Each player is called on to get a turn trying to identify which mask belongs to each player when the game is over.

Jan-Ken-Pon is a counting game that is often used to choose sides or settle an argument. It is very similar to the American game of Scissors, Paper, Rock.

Object of the game:	For children to try to match speed, agility and luck with others and to beat the leader of the game.
Number of Players:	2 to a classroom full
Materials:	None
Getting Ready:	• Explain that in these game the word Jan means the word rock and is represented by a fist. Explain that Ken means the word paper and is represented by an open or flat hand. Explain that the word Pon means scissors and is represented by two fingers extended in a v shape. • Remind students of the following rules: (1) Paper covers a Rock (flat hand covers or beats a closed fist) (2) Scissors cut paper (the v gesture beats or cuts a flat hand). (3) Rock sits on scissors (fist sits on v gesture).
Playing:	• Invite all of the players to stand in a circle. Ask one person to lead the game. The leader shows a fist that he or she pumps twice saying jan, ken, and then on the third down swing, shouts po. All of the players make the representation they have chosen of rock, paper or scissors. Everyone tries to beat the leader.
Ending:	The first player who beats the leader 3 times in a row wins and becomes the new leader.

Mukade Kyoso is a game that emphasizes the efforts of two groups, instead of the effort of an individual. Because Kyoso means to compete and Mukade means centipede, this game literally means to compete like a centipede.

Object of the game:	For children to try to move together in rhythm as a team and beat their opponent to a designated point.
Number of Players:	Two equal teams of at least 5 per team
Materials:	Two long cloth strips
Getting Ready:	• Each of the players of each team must stand closely behind one another, at least one arms-length away (ask children to space themselves by placing their hands on the shoulders of the person in front of them). Use a long cloth strip and carefully tie (not too tight) it to the right ankle of the last player in line, and on up the line until the first player in line is connected to the "centipede" line. • Explain that the object of the game is to work as a team, move together in a rhythmic way to a designated point before their opponents.
Playing:	• As a precaution, allow students to discuss how they should move. Should they have a voice signal? Should one person say when and which foot to move? Should they play follow the leader by carefully watching the feet of the person in front of them? Should they sing a song, and move on certain words or cadences? After allowing discussion of these options, tell children to get set and then shout out "Mukade Kyoso", or compete like a centipede.
Ending:	The first team who reaches the designated point is the winner.

TOPIC 3

ARTS AND RECREATION IN JAPAN

Lesson 2

What holidays are celebrated in Japan?

OBJECTIVE

Students will compare/contrast holidays they celebrate with holidays people celebrate in Japan.

MATERIALS AND RESOURCES

☐ Teacher Resource 3.3 "Making *Koi Nobori*"

STRATEGIES

People all over the world celebrate holidays and festivals. As modern as life in Japan has become, many of the traditional ways are remembered and honored during holidays and celebrations. In fact, Japan is a country of many festivals. Every month sees some sort of celebration which frequently commemorates either an incident from history, a religious holiday, or a legend.

Thanksgiving: After World War II, Japanese people began to celebrate Thanksgiving, or a time to give blessings, on November 23rd. Some festivals are national, while others are held in cities, towns, or villages. Part of these celebrations may include dancing, parades, and singing. The wearing of traditional costumes, bright colors, and historic decorations may also be involved in the celebrations. Although Christmas and Easter are not widely celebrated holidays in Japan, they are observed by those Japanese who are Christians.

Birthdays: Just as children in America celebrate the day of their birth, so do children in Japan with birthday parties. Many birthday parties are held at home. After partaking of birthday cake or perhaps opening gifts, children gather for a special event called "kakushi-gei". This means, secret performance, and may consist of a sing along, a magic show, or even humorous types of dancing.

New Years: The biggest celebration of the year in Japan is New Year's which occurs between January 1st through January 3rd. This is a solemn, but joyous occasion. Homage may be paid at a shrine or temple where petitions are raised for good fortune for the coming year. In some areas, houses are thoroughly cleaned and front entrances are decorated with bamboo and pine. A shimenwa, or taboo rope made of paper and straw is strung across the top of the entry way. This practice is based on a legend that tells of the Sim Goddess, Amaterasu, who hid in a cave and when the world turned dark, was enticed back into the world by sounds of laughter and dancing. People strung a rope across the front of the cave to keep her from hiding there again. A Kadomatsu arrangement of bamboo, pine boughs and straw may be set up on two sides of the front entrance of a house as a symbol of longevity.

Before the end of the old year, many Japanese people mail cards or postcards to family and friends. Post Office employees deliver these greetings on the first of January. Many parents and relatives give children pocket money, called otoshidama, as part of the New Year's celebration.

At midnight on New Year's Eve, bells ring from the temple. Bells are run 108 times with the belief that each person has committed 108 sins during the year. The bells chase away the evil spirits so everyone can begin the year with a clean slate.

Valentine's Day: Another holiday that American children and many Japanese children have in common is celebrated on February 14. Although this holiday has not been observed by children in Japan until recently, it has become an occasion where it is appropriate for a young girl to send chocolate candy to a boy she likes.

Girls' Festival: A holiday that should appeal to girls in America is the Hina-matsuri, also known as the Doll's Festival. Held on the third day of the third month, it is usually observed at home. In celebration of a girl's health and progress, a set of beautiful dolls (usually 15) dressed in traditional costumes are displayed on a tiered doll stand that is covered with red carpet. Dolls of royalty are displayed on the top shelf, followed by court ladies, musicians, guards, and servants. The bottom tier holds miniature furniture and musical instruments. Children should be reminded that these dolls are not the usual dolls that children play with daily, but are special dolls that may have been handed down for generations and carefully stored.

Boys' Festival (Kodomo-No-Hi). May 5th is the traditional time to celebrate children. It is often referred to as Boy's Day because samurai dolls are put on display, samurai armor suits are exhibited, and judo experts demonstrate the martial arts. Because the koi, or carp, symbolizes how children beautifully negotiate the stream of life, many carp kites or wind socks, known as koi nobori, fly all over Japan when they are hung on wooden poles in the front yard, in gardens, or on roof tops. Each boy in the family has his own fish, with the oldest having the largest fish, and the youngest having the smallest. In fact, each region of Japan sports a unique design. Koi were traditionally displayed when a child was born. Currently, large black (representing father), middle-sized pink (representing mother), and small blue (representing a child) carp are displayed. This is also an appropriate time to tell the classic tales such as Little One Inch, or Little Peach Boy, which should be available in your library.

You may want to invite children to make their own Koi Nobori. Talk to the children about the symbolism related to the carp (the koi, or carp, symbolizes how children beautifully negotiate the stream of life). Point out that the fish has scales, fins, gills, and a tail. See Teacher Resource 3.3, "Making Koi Nobori" if you are interested in guiding children in this activity.

Tanabata (Star Festival). This celebration occurs in the summer on the 7th day of the 7th month. Ask children to figure out what day this celebration takes place (July 7). This festival is based on a classic Japanese tale:

> The Heavenly Emperor's daughter had made the fabric of heaven that included a weaving of the stars. He was very proud of his daughter and of his many cattle who were guarded faithfully by a cowherder. One day, the daughter and cowherder fell in love and married only after they promised not to let their love interfere with their work. However, the princess allowed holes to form in the star weaving, and the cowherder allowed several cattle to wander away. The Emperor became enraged and ordered the couple of live on opposite sides of the entire universe. There was no way for the two lovers to meet until a flock of magpies came and made a wide bridge. Only once a year did the magpies return and allow them to cross over the Milky Way. We can see the two stars (Weaver Star and Shepherd Star) meeting in the night sky early in July.

In celebration of this tale of love, children decorate the branches of bamboo with heart shapes, star shapes, curly shapes, and a wish (tanzaku) on paper and then have a parade. Ask the students to imagine a parade of laughing children carrying bright green bamboo, swishing the leaves and papers, as they parade on a hot day in July.

You may want to hold an honorary Tanabata celebration in your classroom. Each child may gather a branch to bring to school (if bamboo is difficult to attain, you may also supply willow branches, or other branches from trees with thin leaves). Each child will need at least 12" of branch to decorate. As you talk about the story, ask children to be deciding what they would like to hang on their branch. Tell children that the Tanzaku, or papers with wishes, are frequently recorded on square shaped paper and then hung with the other shapes (stars, circles, etc.). When they are finished, they may enjoy marching around the room in their own version of the parade.

Discuss the similarities and differences in celebrations in Japan and the United States. Make a list of the students' suggestions. Your organized list might like something like this:

Similarities
Both involve family celebrations
Both involve customs or traditions
Both occur at special times of the year

Differences
Different customs are observed
Japanese may wear more traditional costumes

MAKING *KOI NOBORI*

Materials:

15 " piece of wax paper
scissors
white glue
tissue paper in various colors and shapes
(fish scale shaped, triangles for fins, circles for eyes, etc.)
ribbon

Directions:

- Fold the piece of wax paper lengthwise and cut into a fish design, being sure to leave the two sides attached on at least one portion of one side of the fish.

- Unfold the paper so that the fish is displayed with both sides showing simultaneously.

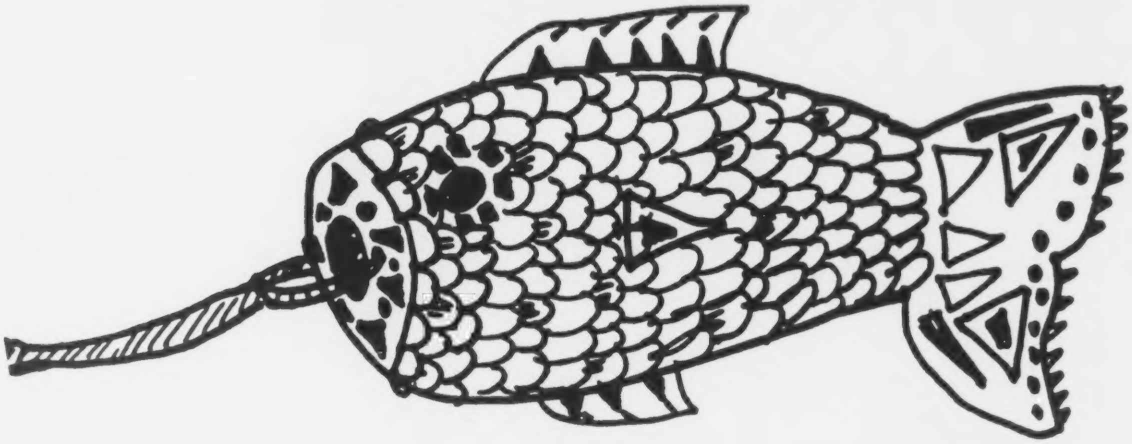
- Paint the wax paper with glue.

- Lay on layers of precut tissue paper shapes for scales, fins, eyes, gills. (Light layers of tissue paper will produce a translucent quality to the kite).

- Fold the fish together with the tissue paper on either the inside or the outside. Staple or flue the unattached edge.

- Punch holes on either side of the fishes' mouth and tie with a ribbon.

- Kites may be flown when they are completely dried.



TOPIC 3

ARTS AND RECREATION IN JAPAN

Lesson 3

What are the forms of arts and crafts in Japan?

OBJECTIVE

Students will compare/contrast arts and crafts pursued in American with arts and crafts people pursue in Japan.

MATERIALS AND RESOURCES

- ☐ Teacher Resource 3.4 "Bonsai Tree Shapes"
- ☐ Handout 3.1 "Sailboat"
- ☐ Handout 3.2 "Helmet"
- ☐ Handout 3.3 "Whale"
- ☐ Teacher Resource 3.5 "Lacquerware Boxes"

STRATEGIES

People who live in Japan participate in a variety of arts, crafts and artistic hobbies. As in America, some Japanese people enjoy participating in artistic activities in a casual way, such as by drawing informal sketches. Other artistic arts are more formal in nature and are related to plants and involve (1) bonsai and (2) flower arrangement. Another Japanese craft discussed in this section is paper folding, or (3) origami. The ancient fine art of making (4) lacquerware boxes is also described.

Activity 1 - Bonsai enthusiasts are interested in working with miniature potted trees or plants. They dwarf, or make smaller, a normal sized seedling or young plant by limiting the size of the roots, pruning the limbs, and placing the plant in small pots or dishes. They artistically arrange the shape of the tree by circling wire around the trunk or small branches in ways that will direct the direction of growth.

Some bonsai arrangements have the appearance of a miniature forest. Individual trees are often set up to represent a setting in nature. These trees may take various shapes (see Teacher Resource 3.4, "Bonsai Tree Shapes"): chokkan (an upright tree), ishizuki (exposed roots that cling to rocks), kengai (appears to hang from a cliff over a gorge).

Because bonsai trees are honored in Japan, many have been tended for decades or even centuries. Indeed, some bonsai trees are over 400 years old and have the appearance of their normal-sized counterparts in nature.

Activity 2 - Flower Arrangement is an ancient art that has been greatly influenced by religion. In fact, flower arranging contains many aspects of spiritual meaning. Arranging flowers involves two main styles that are based on the type of vase used: Moribana (piled-up) and Nageirebana (thrown-in).

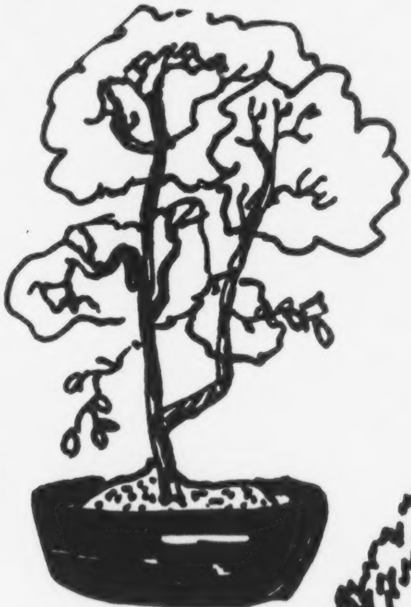
The Moribana style relies on three principles of Ten-Chi-Jin. Ten (law of heaven) is represented by the longest flower stems in the arrangement. Chi (earth) is represented by the shortest flower stems, and Jin (man) is the middle, or reconciling stem whose placement also represents man's place in the universe. These three elements form basic rules of flower placement and result in simple, beautiful triangular shaped compositions.

Activity 3 - Origami is the art of paper folding. Ori means to fold and kami means paper. When the two words are joined together the k is changed to g. One of the unique aspects of this art is that wonderful objects can be made without any cutting or pasting. Colored paper is folded in various ways with precise creases until over time it is transformed into a hat, an animal or even a person. Children first learn how to fold paper at preschools, or their mothers may teach them a few basic folds at home. If your students would like to try their hand at doing origami, refer to Handouts 3.1 - 3.3 that provide instructions for creating a folded sailboat, helmet or whale.

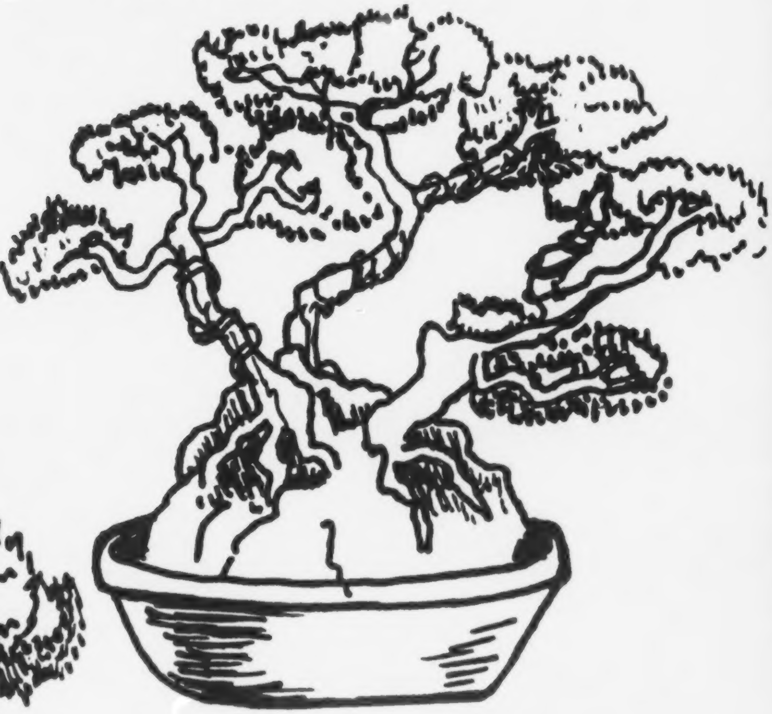
Activity 4 - Lacquerware box creation is a Japanese art with a long history. In this traditional art form, lacquer was applied to wood, paper, or a variety of materials. Simple objects from Japanese culture or nature (flowers, cranes, ducks, vines, butterflies, tortoises, feathers, dragonflies) were incorporated into the decorative designs on the boxes. If students would like to try making their own versions of a lacquerware box refer to Teacher Resource 3.5, "Lacquerware Boxes."

VARIOUS BONSAI TREE SHAPES

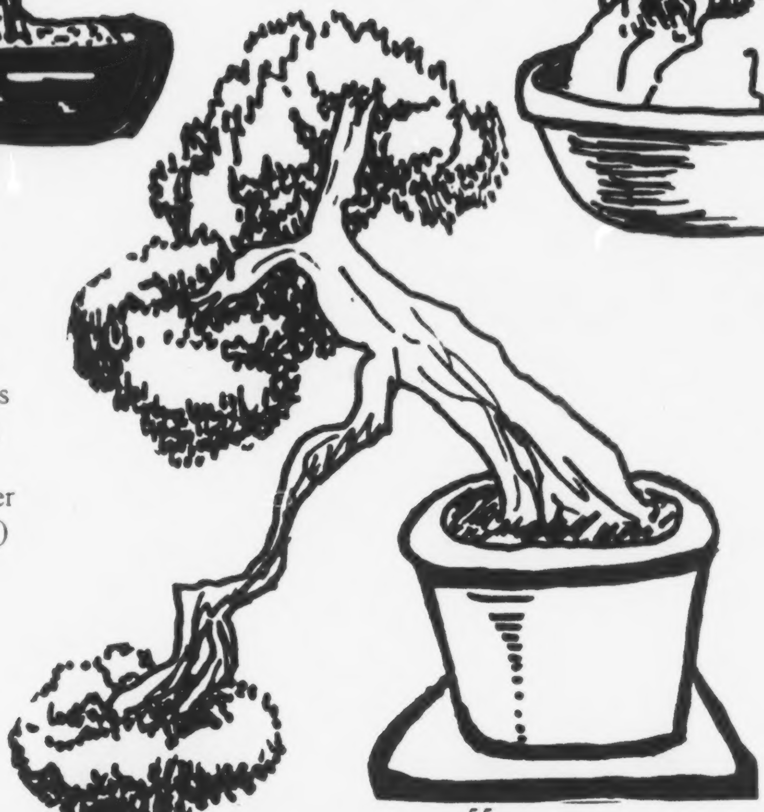
Chokkan
(an upright tree)



Ishizuki
(exposed roots that cling to rocks)

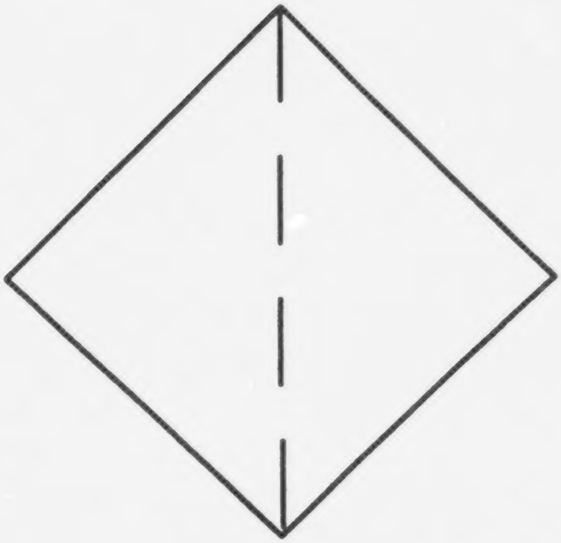


Kengai
(appears
to hang
from a
cliff over
a gorge)

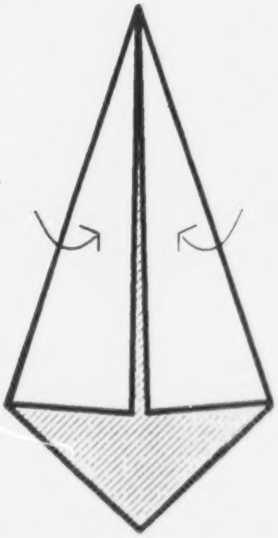


Topic 3
Lesson 3
Handout 3.1

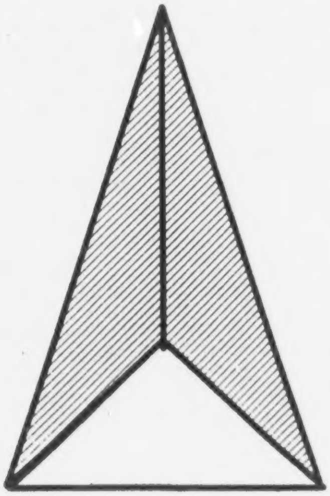
SAILBOAT



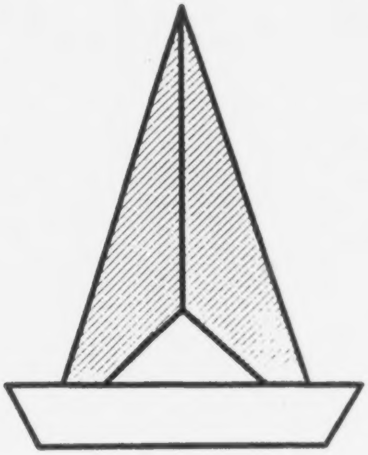
1. Fold in half and open



2. Fold to center crease



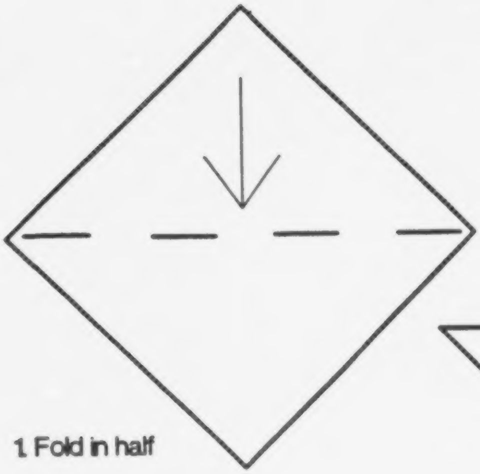
3. Fold up from bottom



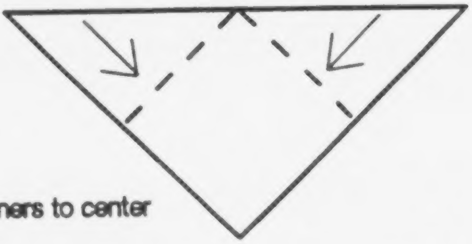
4. Fold up again

Topic 3
Lesson 3
Handout 3.2

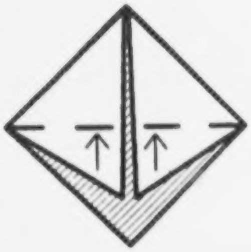
HELMET



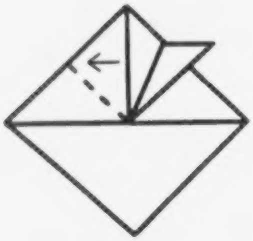
1. Fold in half



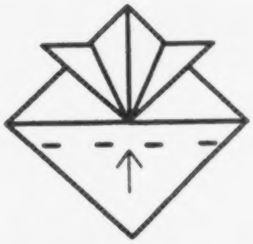
2. Fold corners to center



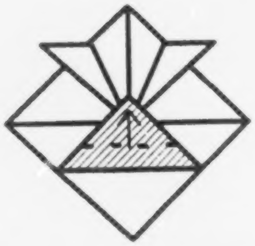
3. Fold bottom flaps upward



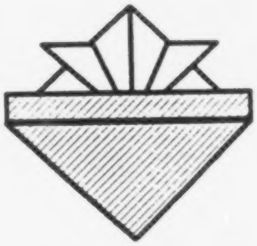
4. Fold flaps
outward from center



5. Fold top flap
up from bottom



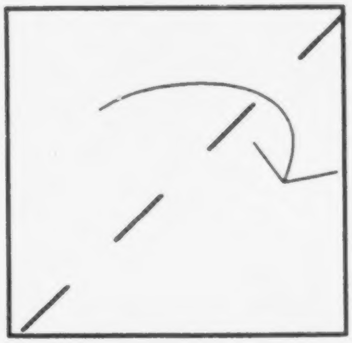
6. Fold flap up again



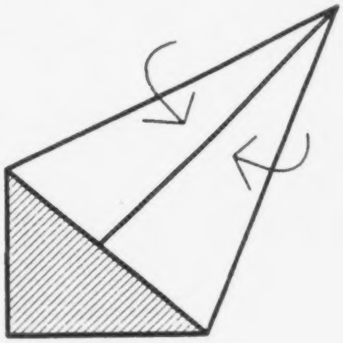
7. Fold flap up again

Topic 3
Lesson 3
Handout 3.3

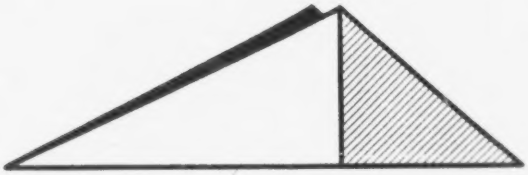
WHALE



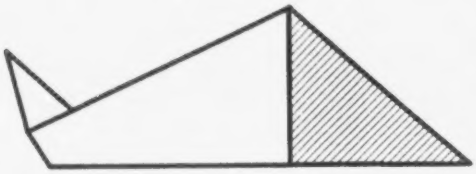
1. Fold and open



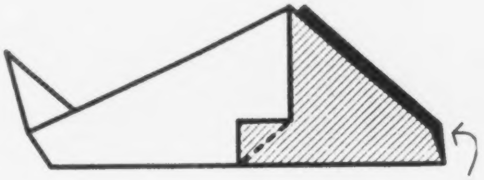
2. Fold to center crease



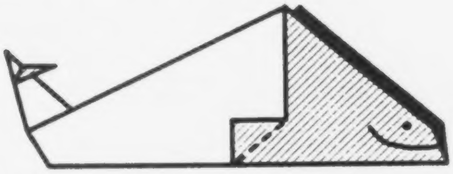
3. Fold backwards



4. Fold tail back



5. Fold back fin and fold in nose



6. Cut open tail and draw on eye and mouth

LACQUERWARE BOXES

Materials:

- one small box per child (e.g. cardboard gift box, concentrated laundry detergent box with a hinged lid).
- gesso (inexpensive base paint available at craft stores)
- black tempera paint
- paint brushes
- a variety of colors of tempera paints (optional-gold acrylic paint)
- black construction paper
- spray paint sealer

Directions:

1. Each student will paint the outside of a box with the gesso undercoat.

2. After the undercoat is dry, each student will paint their box with a coat of black tempera paint.

3. When this layer of paint has thoroughly dried, remind students about the simplicity and elegance of Japanese Lacquerware box designs. Subjects they might want to select might include: flowers, vines, branches, cranes, butterflies, dragonflies, etc. Students may use tempera paint to practice a design on black construction paper.

4. Each student will paint their selected design on their box.

5. When these designs have dried, take the boxes outside in a well-ventilated area and spray with sealer.

TOPIC 4

LANGUAGE IN JAPAN

Lesson 1

What is the Japanese written system?

OBJECTIVE

Students will recognize that kanji developed from pictographs to a more symbolic form of writing; students will create original characters by using either pictograph, ideograph, or compound characters. Students will pronounce Japanese words related to counting and daily conversation.

MATERIALS AND RESOURCES

- ☐ Teacher Resource 4.1 "Pictographs"
- ☐ Teacher Resource 4.2 "Ideographs"
- ☐ Teacher Resource 4.3 "Compound Characters"
- ☐ Worksheet 4.1 "Creating a Kanji Character"

STRATEGIES

Japanese is a complex language with many different levels of formality which determine word usage. The following examples demonstrate at least four common ways to say I:

watakushi (for standard use by men and women),

atashi (informal use by women),

boku (informal use by boys and men),

and washi (used by elderly men).

The Japanese speaker selects which level of formality to use, depending on his or her personal status, the status of the person being spoken to, and the nature or context of the situation. These distinctions of formality make Japanese difficult for foreigners to learn, but they give the language extraordinary color, feeling, and richness of expression.

Tell students that the writing system used in Japan was borrowed from the Chinese many centuries ago. The Chinese writing system is called kanji (kahn-jee), which means "Chinese characters." The Japanese simplified and developed their own phonetic writing systems based on kanji. Early writing systems contributed to the rapid spread of writing, and by the 11th century produced great literature.

Shodo, (sho-doh), the calligraphy, consists of flowing lines. The Japanese learn to write each character according to a very strict order of brush strokes. Shodo, or handwriting, is considered an art. Writers use a brush and black ink or a pencil or pen. A simple character uses 2 to 4 strokes, but a difficult one could require 15 or more stokes. Each written character has more than one meaning, depending on how it is used.

• Pictograph: Explain that pictographs are written symbols that have evolved from drawn pictures. Display Teacher Resource 4.1, "Pictographs.". Discuss the evolution of the picture of a mountain to the pictograph symbol. Invite children to comment on how each of the symbols has roots in the pictures of a mountain, the moon, the sun, a river, a tree, and a person.

• Ideograph: Explain that an ideograph is based on an attempt to represent an idea, or abstract concept, symbolically. Display Teacher Resource 4.2, "Ideographs." Discuss the rationale for having an oval with a line in the center to represent the idea of "middle." Draw children's attention to the kanji character for middle. Note how the idea is still represented in the kanji figure. Discuss the other represented ideographs: up, down, one, two, three.

• Compound characters: Explain that compound characters are created by combining elements of kanji figures. Display a transparency of Teacher Resource 4.3, "Compound Characters." Discuss the rationale for combining elements such as pictographs of three tress in a triangular formation to represent a forest. Discuss each of the other compound characters that are listed: bright, to rest, and mountain pass or ridge.

Everyday communications in Japanese are typically handwritten. However, computers using laser printers, and word processing programs are revolutionizing this situation. If you would like to invite children to try their hand at creating their own pictograph, ideograph, or compound character, refer to Worksheet 4.1, "Creating a Kanji Character."

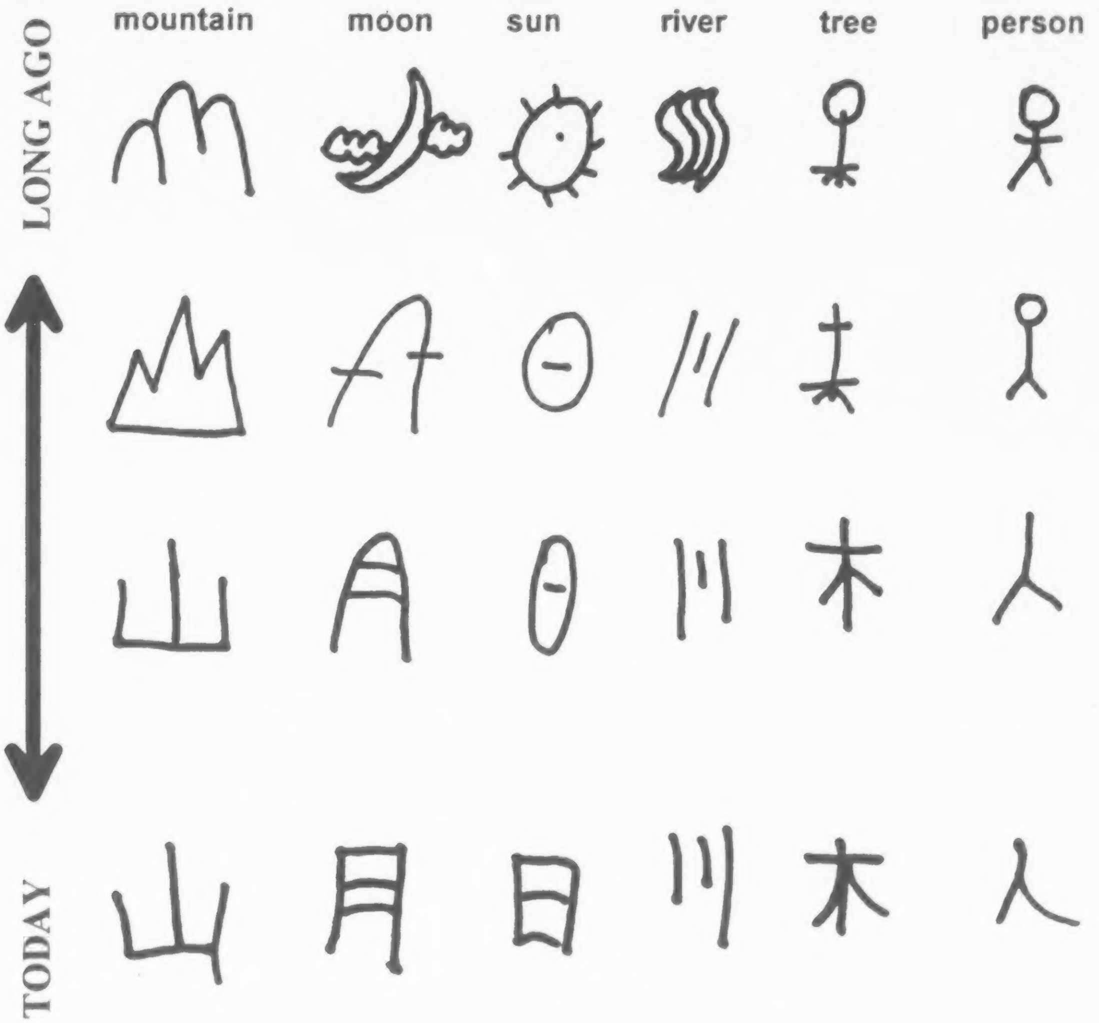
Children will be interested to know that there are 3000 kanji characters. Kanji requires years of study to master. The phonetic symbols are simple to learn and are mastered by most children by the time they enter elementary school.

The government requires elementary school graduates to master 881 basic ideographs, and high school graduates must know 1,850. Japanese also learn to read the Roman alphabet starting in the sixth grade. In Japanese cities many of Japanese words are written in Roman letters, especially for advertisements.

The Japanese, Chinese and Korean languages all use some of the same ideographs so a Japanese person might be able to get the meaning out of Chinese newspapers but not be able to understand someone speaking Chinese.

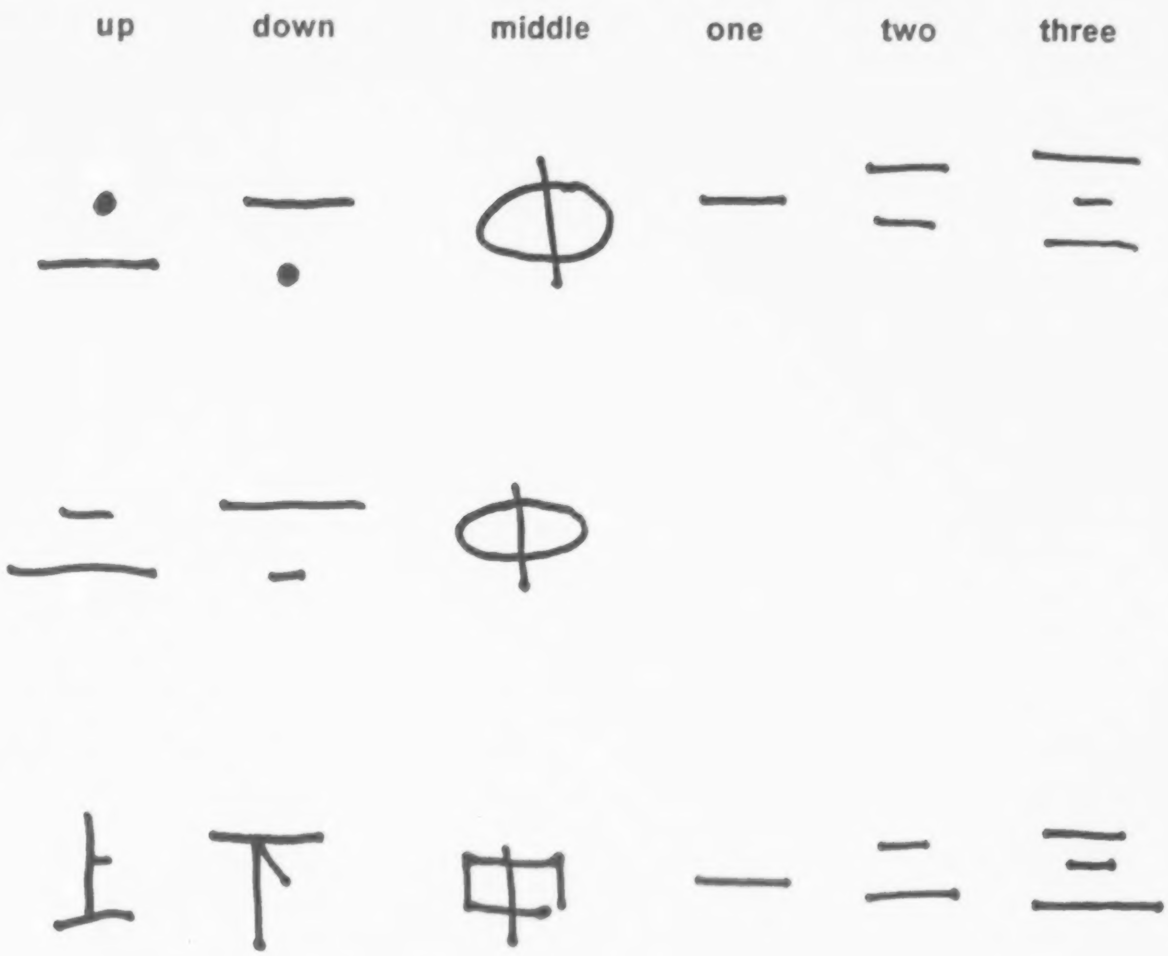
Traditionally, Japanese books opened from what Americans would consider the back of the book and the columns were read from top to bottom and from right to left. Today, Japanese is often written in lines from right to left or like English, in lines from left to right. A typewriter has been invented for the Japanese language but is very slow since it contains several hundred characters.

PICTOGRAPHS


mountain
moon
sun
river
tree
person
LONG AGO
TODAY
山
月
日
川
木
人

Topic 4
Lesson 1
Teacher Resource 4.2

IDEOGRAPHS


up
down
middle
one
two
three

Topic 4
Lesson 1
Teacher Resource 4.3

COMPOUND CHARACTERS
(created by combining elements)

日+月 = the sun/the moon = bright 日月

木+木+木 = trees =forest 森

山+上+下 = mountain/up/down = mountain pass or ridge 峠

Topic 4
Lesson 1
Worksheet 4.1

CREATING A KANJI CHARACTER

Try creating the kanji character for rain. This character is made from a series of strokes that are described in sequence below, along with the meaning of each set of strokes. When you put all of the strokes together, you end up with the character for rain.

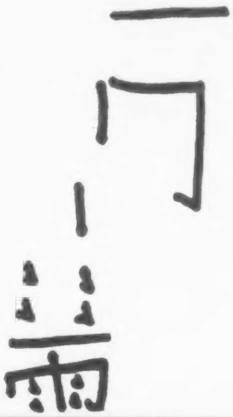
From Heaven

To the Space Below (Earth)

Fall

Raindrops

Rain



Write the kanji character for rain

TOPIC 4

LANGUAGE IN JAPAN

Lesson 2

What types of literature are written and shared in Japan?

OBJECTIVE

Students will identify various types of Japanese written literature that include proverbs, haiku slogans, comic books and folk or fairy tales.

MATERIALS AND RESOURCES

- ☐ Teacher Resource 4.4 "Haiku"
- ☐ Worksheet 4.2 "Comparing Folk Tales in Japan and the United States"

STRATEGIES

When learning about Japan it is essential to examine the types of writing produced and enjoyed for various purposes. The works of poets, stories of authors, and proverbs of ancient writers, provide insights into the soul of the country.

These cues to the values of a nation are best enjoyed when read aloud in the classroom, discussed and responded to through various activities. To make the experience an insightful one for children, guide them to imagine the people who actually wrote or said the words of the examples of writing you will examine. Invite them to think about the feelings, images, or thoughts the words evoke. What author's beliefs, hopes, or even cautions do they think are intended?

According to a 1993 survey reported in Japan 1996: An International Comparison published by the Keizai Koho Center, Japan has 576 daily newspapers in circulation per 1,000 people, as compared to 249 in America. Japan also published 48,053 new books as compared to 49,287 in the United States. It is easy to see that Japanese people like to be well-informed and enjoy various forms of literature. Explain to the students that some of the current forms of writing in Japan also include less serious forms of writing: advertising slogans and comic books.

Advertising and campaign slogans serve the same purpose in Japan as they do in the United States. They are intended to persuade a reader or passerby to agree with or think about a particular point of view. Write the following slogan on the board:

Japan's so small, why are you driving so fast?"

Ask students to speculate on who might have written the slogan and for what purpose. What slogans from the United States can they recall? Responses might include:

Just say no. Only you can prevent forest fires. Life's a sport, drink it up.

Students may want to try their hand at creating a short slogan intended to capture attention quickly, and provide an important message to their peers.

Comic books: Japanese comics are called manga. These periodicals are published monthly along with a small collection of games, fun ideas, and other materials for young readers. These are very popular among Japanese school-aged children and are labeled as to the level of school appropriate for their use. Familiar items are advertised in these widely read materials.

Explain that many forms of writing enjoyed in Japan have a long literary tradition. These include proverbs, haiku, and folk tales.

Write the following Japanese proverb on the board:

"The nail that sticks up gets hammered down."

Ask students to speculate on the meaning of the proverb. Explain that a proverb is designed to be short and give a quick lesson or caution about life. This saying is a familiar Japanese metaphor for what happens to people who stand out as different from others in the group. Ask children to think about how this proverb might relate to peer pressure in the United States. What proverb that uses a metaphor might they write to offer a caution about life in the United States?

Haiku is a type of Japanese written art form that many children in the United States may enjoy trying. This type of non-rhyming poetry focuses on nature and the beauty of the environment. Haiku is intended to be simply written, yet richly insightful. Many of these poems capture the changing of seasons, or the exquisite fall of a rain drop with just a few, well-chosen words. The words in the first line of a haiku are usually constructed of five syllables; the words of the second line consist of seven syllables, and the third and last line repeats the five syllable (not word) pattern. Masters of this form of writing may slightly alter the number of syllables in order to achieve a certain aesthetic effect.

Children will benefit from hearing haiku, analyzing the structure, and perhaps seeing accompanying Japanese-style illustrations. You might want to share a haiku selected from a book by George Shannon (1996), *Spring: A Haiku Story,* published in New York by Greenwillow Books. Shannon's fourteen haiku poems illustrate the freshness of the earth during spring time. Charming Japanese folk-art style paintings help create a sense of new beginnings and a contemplative celebration of creation. The author reminds readers that several of the selections have been enjoyed by Japanese readers and listeners for over 300 years. Sharing these short, elegantly written poems should evoke moments of awe and a new way to enjoy nature among the students. The following excerpts, written is ISSA, are as refreshing as a sudden spring shower.

The snow thaws,
and suddenly the whole village
is full of children.

The drake and his wife,
paddling among green tufts of grass
are playing house.

After sharing and discussing several examples of haiku, you may want to invite children to create a haiku of their own. When guiding this experience, it is best to set the stage in ways that help prepare students for how to "see" the world and nature through the eyes of a poet. Tell students that they will be going outside to gather inspiration for writing haiku. Remind them that after they have sat quietly for a few minutes and enjoyed a corner of the playground, or a spot by some planted shrubbery, to focus on one aspect of nature. They may also take paper and pencil to record a few words that will remind them of the experience, and perhaps capture the essence of nature. Back in the classroom, remind students of the pattern for a haiku (Teacher Resource 4.4, "Haiku") and allow them time to formulate their poems and revise them for the correct number of syllables and wording.

Students may select their best haiku to prepare for display. After the poem is copied with magic marker or black ink onto a piece of construction or parchment paper, the student may add a related illustrated watercolor or magic marker picture and paste the top and bottom edges to thin wooden dowels, wooden skewers, or even long drinking straws. These haiku scrolls may be exhibited on a bulletin board.

Activity 3 - Folktales: This segment of the lesson provides an opportunity for children to compare and contrast a traditional folktale from Japan, *The Inch Boy,* with a traditional folktale from England and that is told and enjoyed in the United States, *Tom Thumb.* A 1984 edition of *The Inch Boy*, illustrated by Junko Morimoto is available through Puffin Books. A 1989 version of *Tom Thumb* retold and illustrated by Richard Jesse Watson is available through Harcourt Brace, Jovanovich, Publishers.

To facilitate discussion and comparisons between stories, distribute Worksheet 4.2, "Comparing Folktales in Japan and the United States." After sharing one of the books, fill out the language chart categories by answering these questions.

- Who was the main character?
- Where did the story mostly take place?
- What was the main character's problem?
- How was the problem solved?
- How does the story reflect unique cultural aspects of the United States and Japan?

Students will discover similarities such as:

- both heroes were an inch tall, or the size of a thumb;
- both heroes had poor parents and were born as a result of a sincere petition;
- both heroes faced a giant;

- both heroes were almost destroyed inside the stomach of a creature;
- both heroes saved the day;
- both heroes were rewarded.

Students will also discover differences such as:

- Issunboshi's parents prayed to Budda for a child whereas Tom's parents were kind to a famous medieval magician, Merlin who found out they wanted a child;
- each character's clothes reflected the unique aspects of their cultures;
- Issunboshi was rewarded for his heroism by gaining size and status, but Tom was rewarded with money to share with his poor family.

Students might have fun writing their own version of this tale by considering what might happen in a modern day setting in the United States or in Japan. What perils would the hero face? What cultural influences should appear in the story? What sort of modern day villain should the little hero face? What would be an appropriate reward? These short stories could be bound into a class designed and illustrated book of "Little Modern Folk Tales."

COMPARING FOLK TALES IN JAPAN AND THE UNITED STATES

	Who was the main character?	*Where did the story mostly take place?*	*What was the main character's problem?*	*How was the problem solved?*	*How does the story reflect unique cultural aspects?*
The Inch Boy					
Tom Thumb					

Topic 4
Lesson 2
Teacher Resource 4.4

HAIKU

5 syllables

7 syllables

5 syllables

(1) (2) (3) (4) (5)
Tree in the courtyard

(1) (2) (3) (4) (5) (6) (7)
silver branches floating high

(1) (2) (3) (4) (5)
a sofa for birds.

TOPIC 5
SOCIAL ORGANIZATION IN JAPAN

Lesson 1
What is Japan's government?

OBJECTIVE
Students will describe the structure of government in Japan.

MATERIALS AND RESOURCES
☐ Teacher Resource 5.1 "Branches of Government in Japan"

STRATEGIES
Japan has enjoyed a system of democracy since the end of World War II. Branches of government include a judicial, executive, and legislative branch. They are independent of one another. The people of Japan elect representatives to the legislative branch, called the National Diet, and to prefecture (state or district) and local law-making bodies. The National Diet is similar to the United States Congress and has upper and lower houses, the House of Councillors and the House of Representatives, that make decisions about government spending and policy.

Members of the House of Councillors are elected for six-year terms, with half the members elected every three years. Members of the House of Representatives are elected for a four-year term, but the term may be shortened if the house is dissolved by the Prime Minister.

Japan's emperor, Akihito, has only symbolic powers. Like other symbolic monarchs, such as Queen Elizabeth II of Great Britain, he is greatly revered in Japan. Japan's Prime Minister, selected from and elected by the members of the Diet, is the head of the executive branch. The prime minister appoints and dismisses the members of the cabinet. All ministers of state must be civilians, and half must be members of the Diet.

People in Japan are assured of human and civil rights by their Constitution. It guarantees freedom of speech, press, religion, and assembly. The Japanese traditionally employ their right to vote in high percentages, which is usually around 75%, compared to a U.S. voter turnout of around 50%. The right to vote is guaranteed to men and women over the age of 20 in Japan.

Japan and the United States have enjoyed a close relationship in the last 50 years. Both countries are committed to a stabilized world economy, trade among various nations in the world, aid to developing nations, environmental concerns, and world peace.

Nationally and locally, Japan is a very safe country. Even the most congested cities seem to run fairly smoothly. Cities are typically clean and free of litter. Communities have large police stations and neighborhoods also have small police stations, called koban, or police box. Local police assigned to the koban are well known in their neighborhoods and generally known most of the people they serve. Neighborhood police patrol their areas on foot, by bicycle, or in patrol cars. Their stations are popular places to ask for directions and to get help during emergencies.

See Teacher Resource 5.1, "Branches of Government in Japan" for an overview of the structure of government in Japan. Ask students to gather newspaper articles and other resources in the school media center to investigate other similarities between the Japanese and the United States' systems of government.

BRANCHES OF GOVERNMENT IN JAPAN

EXECUTIVE BRANCH

- Prime Minister
  (designated by, and member of the National Diet)
- Cabinet - Twenty Ministers of State
  (civilians who may be members of the National Diet)

LEGISLATIVE BRANCH

- National Diet - Consists of House of Councillors and House of Representatives
  - Designates the Prime Minister
  - Sets Budget
  - Approves Treaties
  - Initiates Constitutional Revisions
  - Three types of Sessions
    --Ordinary (convenes in December and lasts 150 days)
    --Extraordinary
    --Special

  - *House of Councillors*
    --Serve six-year terms
    --Half of the members are elected every three years
    --Must be 30 years of age
    --Has fewer members than the House of Representatives

  - *House of Representatives*
    --Serve four-year terms
    --May submit Motions of Confidence or Nonconfidence in the Cabinet
    --Must be 25 years of age

JUDICIAL BRACH

- Supreme Court
  - Fifteen Justices
  - Performance can be reviewed by the House of Representatives in the first year following appointment

Lesson 2
What is family life like in Japan?

OBJECTIVE

Students will be introduced to a family in Japan in order to get a glimpse of their family life..

MATERIALS AND RESOURCES

☐ Teacher Resource 5.2 "A Japanese Family"

STRATEGIES

The Matsumoto family lives in a suburb between Kobe and Nara. Takeshi and Keiko Matsumoto and their 3 children, Megumi, 14, Madoka, 12, and Hiroshi, 11, live in a modern, single family dwelling near Takeshi's parents, Hajimu and Kimiko.

As are the Matsumotos, the family unit in Japan is closely-knit. Families are typically small and average 3 or 4 members (2 adults and 1 or 2 children) since World War II and compare in size with typical U.S. families. The dynamics of living in close proximity with one another means that Japanese family life at home requires self-discipline, individual restraint, and group cooperation. Japanese children typcially feel a great deal of respect for their parents and for their elders. It is not unusual for the oldest son in a family to take care of his parents in their retirement years. Children also are taught to feel responsibility toward their brothers and sisters, indicated by special expressions of respect: *onesan* (older sister) or *onisan* (older brother). Often small businesses, shops, and restaurants are run by families who work together.

Parents who work for large companies usually work long hours, and grandparents or older siblings may help with baby sitting or with homework. At one time Japanese women did not work outside the home after they were married. The trend is changing, with many women in modern Japan returning to work once their children are in school. Since the traditional work week is 6 days (Monday through Saturday), families often spend time together on Saturday afternoons or on Sundays. Families enjoy the same kinds of outings in Japan that American families do--going on a picnic, to a movie, to a baseball game, or to a school function; taking a trip to the mountains, to the beach or to Disney World in Tokyo; or watching television or playing recreational sports together, such as baseball, softball, volleyball, or soccer. U.S. football has recently become popular in Japan.

Like many Japanese families, the Matsumotos have busy and full lives. Takeshi works in Kobe for a major utility company. He commutes by train to his office Monday through Saturday, and his commute takes just over an hour. Sometimes on Sunday, Takeshi has time to enjoy his favorite sport -- golf. Takeshi's wife, Keiko, does volunteer work at school and for the PTA committee. She enjoys playing volleyball and outdoor activities. Oldest sister Megumi, who has named after Meg in Little Women, likes to practice piano and listen to music after school. She especially likes the music of the Beatles. Middle sister Madoka, whose name comes from the nearby Takamado Mountain in Nara, is independent and has just begun to learn English in school. Hiroshi likes being the youngest in the family and the only male sibling. He plays baseball, or besoburo, after school and then prepares his lessons for school. Takeshi's father, Hajimu, now retired, has golfing, carpentry, and golf as his hobbies. His wife, Kimiko performs in Noh plays and teaches others the art of Noh.

Show transparencies of Teacher Resource 5.2, "A Japanese Family" that deals with meeting the Matsumotos, and discuss the members of the family. Students may want to investigate, write about, and share similar information about members of their own families.

A JAPANESE FAMILY

Photograph 1 - *The Matsumoto's Home*
This home belongs to Takeshi and Keiko Matsumoto and their 3 children, Megumi, 13; Madoka, 12; and Hiroshi, 11. Takeshi's parents, Hajimu and Kimiko, live nearby in a traditional-style home. The house is built of brick, concrete, and modern materials.

Photograph 2 - *Happy Birthday*
This is a birthday celebration for Megumi. The family and friends are gathered in the living room, which boasts wooden floors and a Western-style sofa. They are seated around a kotatsu, or low table, in the center of the room.

Photograph 3 - *In the Kitchen*
Kimiko, Keiko and Megumi prepare the birthday meal in their kitchen. The large white object in the lower right of the picture is a rice cooker. Every kitchen in Japan has one, although not all kitchens have a large stove and oven as the Matsumoto kitchen. The birthday celebration included many traditional foods, such as sushi, rice, tempura, pickled vegetables, and assorted sweets. In addition, Kimiko performs a short Noh play, Madoka plays several songs on the flute, Megumi gives a short piano concert, and Hiroshi does some magic tricks and leads the family in senke hanabe, or fireworks, outside.

Photograph 4 - *Family Pet*
Takeshi with the family's shetland sheepdog, Shebie.

Photograph 5 - *Sports*
Hiro is playing baseball after school.

Photograph 6 - *Tea Ceremony*
Kimiko is practicing the art of the tea ceremony, in traditional costume. Since she and her husband are of retirement age, they are able to enjoy many of the fine arts. Taking painting, flower arranging, pottery, calligraphy, and tea ceremony classes in order to perfect skills is very popular in Japan. In some cities, senior citizens' activity centers have been built so that older community members have a centralized place to go for lessons, and to socialize.

Topic 5
Lesson 2
Teacher Resource 5.2
page 2

A JAPANESE FAMILY

Photograph 1
The Matsumoto's Home

Photograph 3
In the Kitchen

Photograph 2
Happy Birthday

Photograph 4 - Family Dog

Photograph 5 - Sports

Photograph 6
Tea Ceremony

Lesson 1

What is the Japanese monetary system?

OBJECTIVE

Students will identify Japanese coins and currency and will learn their value.

MATERIALS AND RESOURCES

- ☐ Handout 6.1 "Japanese Coins"
- ☐ Handout 6.2 "Japanese Paper Money"
- ☐ Worksheet 6.1 "Vacationing in Japan"

STRATEGIES

A form of common currency was not used before the sixteenth century in Japan. Bartering and other types of exchange were the primary sources of obtaining needed and wanted materials and goods. By about 1700, almost all of the money that existed in Japan was in the hands of the merchants for trading purposes. The money system was primarily gold and silver coins. Because money was not the primary system of exchange at the time, not everyone used money to pay for goods and services.

During the sixteenth century, commercial towns began to develop and the need for a more convenient method of payment was clear. The samurai, the highest social class, were paid in rice. However, the merchants used money and expected to be paid in money. An economic problem existed. The merchants would exchange rice for money, but this was often not a favorable exchange for the samurai. They borrowed money from the merchants in order to purchase the goods and services that they needed and wanted. Thus, the highest class in Japanese society, the samurai, became indebted to the merchants. They money system developed as one way to solve the problem. Widespread trade and commercial transactions, at home and with others, became possible.

The monetary system that evolved became quite confusing. By the end of the Tokugawa period, around 1853, there were nearly 1,700 varieties of paper money in the country. Each clan had its own currency and issued its own notes. The Meiji Restoration government in 1868 created a national system for common currency and money exchange.

The base monetary unit in Japan today is the yen. The smallest coin is one yen (1996 exchange rate: 100 yen = 1 dollar). Yen coin denominations are: 1, 5, 10, 50, 100 and 500. Yen bank notes (paper bills) are: 1,000, 5,000 and 10,000. The 5 and 50 yen coins have a hole in the middle dating back to an old practice borrowed from the Chinese allowing the money to be held together by a string through the hole. The present paper currency was redesigned in 1985. It now features portraits of a Japanese educator, a legal scholar, and a leading novelist of the last 100 years.

Commonly circulated U.S. coins (1, 5, 10, 25, 50 cents) all have the portraits of former presidents on them. Only the Susan B. Anthony doll coin features a woman and someone who was not a president of the United States.

Lead students in a comparison of Japanese and U.S. paper currency and coins. Review the meaning and purposes of money, and how the barter system (trading goods or services to get what one wants or needs) was used in the past.

Duplicate onto heavy cardstock paper Handout 6.1, "Japanese Coins" and Handout 6.2, "Japanese Paper Money" and make sample of yen, matching and gluing the front and back sides of coins and paper notes. Provide examples of the U.S. penny, nickel, dime, quarter, half dollar, and dollar coin. Also provide examples of U.S. paper money. Divide the students into small groups and ask students to conduct a hands-on examination, and have them answer such questions as the following.

- Are the coins and currency the same shape and size?
- What is printed on the coins and currency?
- Are the coins and currency the same shape and size?
- What is printed on the coins and currency?
- Are the denominations of the Japanese coins and currency larger or smaller than U.S. coins and currency?
- What are some of the things that are similar about U.S. and Japanese money?
- What are some difference between Japanese and U.S. money?
- Which of the coins/currently is worth the most? the least? Why?
- Who are the people represented on the money? Why do you think they are pictured?

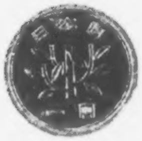
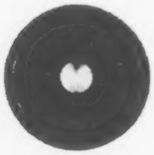
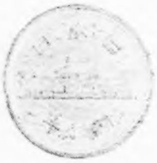
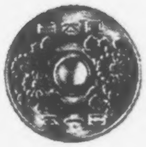
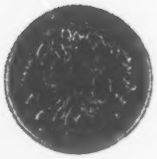
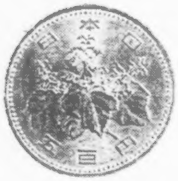
Make a list of things for which students may receive or spend money for each week, such as shopping, allowance, video games, lunch, field trips, etc. Write down in U.S. terms how much each item costs. Ask students to convert to the cost in Japanese yen using the current exchange rate [published in the daily newspaper--e.g. USA Today or in the business section of a major newspaper such as The Atlanta Journal/Constitution].

The teacher may conclude the lesson by asking students to complete Worksheet 6.1, "Vacationing in Japan." The activity presents students with receipts for such items as a meal, the theater, and a castle tour and asks students to determine the cost of visiting these places in yen and then in dollars.

Topic 6
Lesson 1
Handout 6.1

JAPANESE COINS

FRONT

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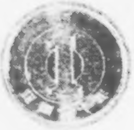
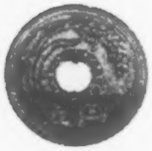
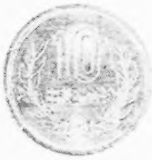
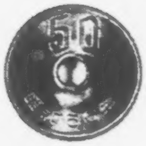
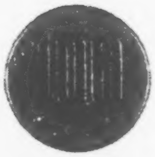
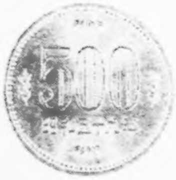


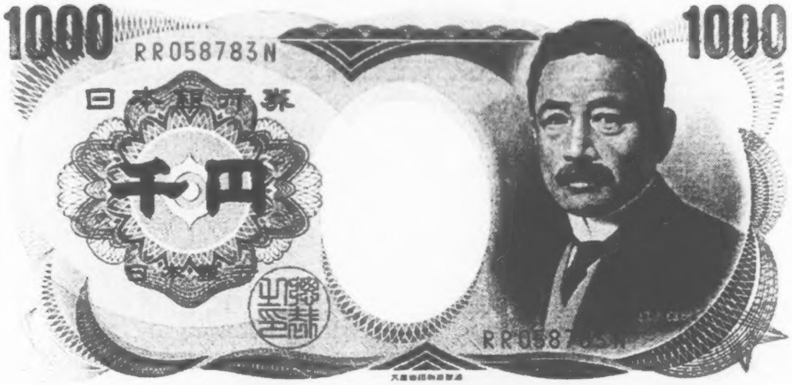






JAPANESE PAPER MONEY

YEN NOTES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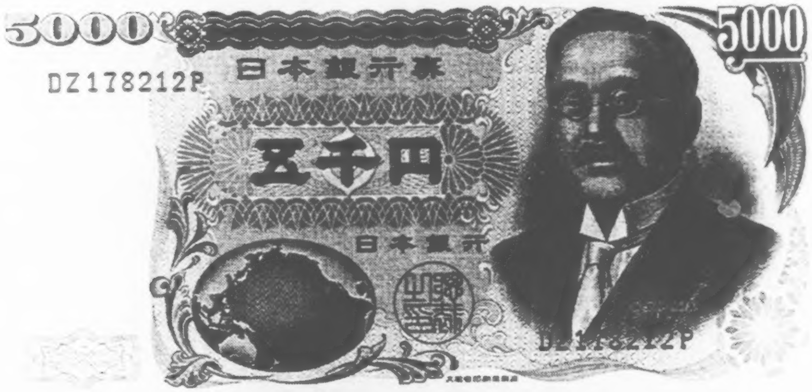
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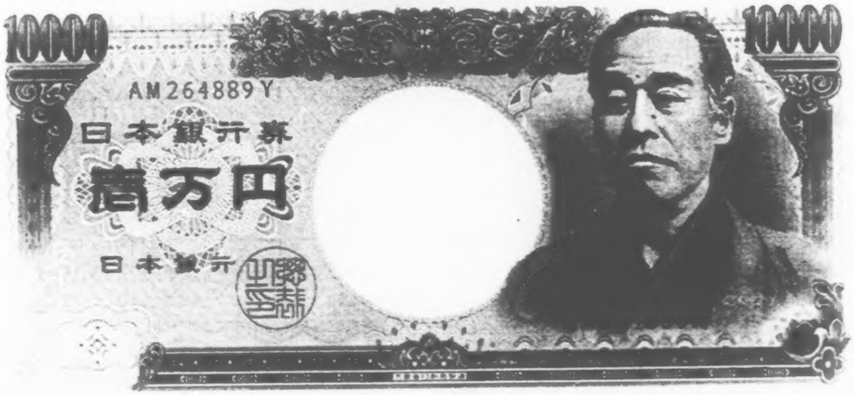
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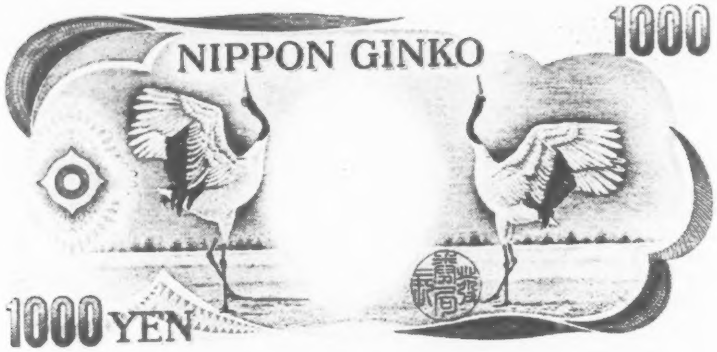
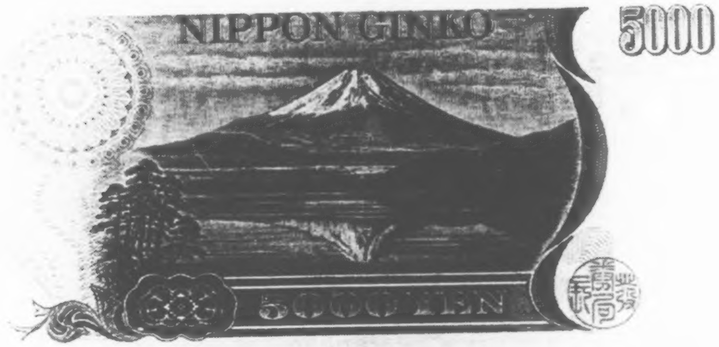

NIPPON GINKO
1000
1000 YEN


NIPPON GINKO
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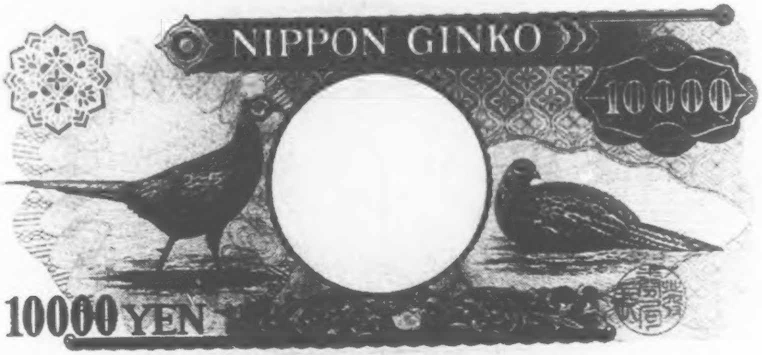
5000 YEN


NIPPON GINKO
10000
10000 YEN

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VACATIONING IN JAPAN

Artifact 1
a listing that shows the cost of rooms and meals that is given to travelers who stay at a Japanese hotel

Artifact 2
a receipt from The Royal Park Hotel for a snack.

Artifact 3
an application for money exchange

Artifact 4
a ticket to the Nijo Castle in Kyoto

Artifact 5
a ticket to the Kabuki-Za Theater in Tokyo

QUESTIONS

1. How much would it cost in U.S. dollars for one person to stay for one night in a single room? Four prices are given for single rooms (¥12,000; ¥12,500; ¥14,000; ¥15,000).
2. How much would it cost in U.S. dollars for two people to stay in a suite for one night?
3. How much did French fries cost at the Royal Park Hotel? Give your answer in yen and dollars.
4. In 1992, $50.00 was exchanged for how many yen? At today's rate of exchange, how many yen would you get for $50.00?
5. How much did it cost to see the Nijo Castle?
6. How much would it cost for two people to see the Kabuki-Za Theater production?
7. Create your own word problem based on a receipt.

Receipts

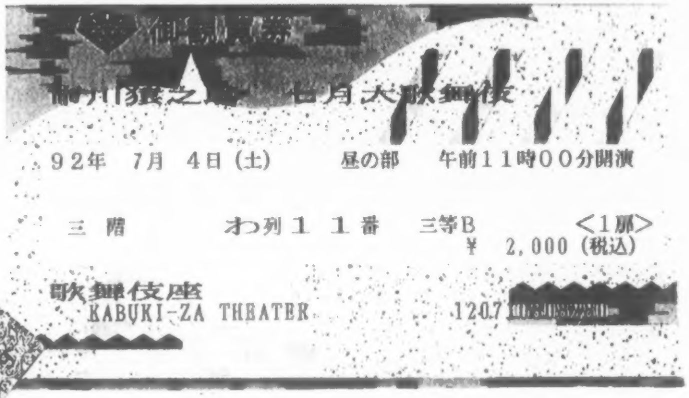
TARIFF

	for one		for two
Single	¥12,000 ¥14,000	¥12,500 ¥15,000	
Double	¥17,500 ¥20,000		¥22,500 ¥25,000
Twin	¥15,000 ¥18,000 ¥20,000		¥20,000 ¥23,000 ¥25,000
Special Twin			¥28,000
Suite			¥45,000
Extra Bed			¥ 1,000
Baby Cot			FREE

MEAL

Breakfast	(7 : 00 ~ 11 : 30)	¥1,000 ~ ¥2,200
Lunch	(11 : 30 ~ 14 : 00)	¥1,200 ~ ¥5,000
Dinner	(17 : 00 ~ 21 : 30)	¥3,800 ~ ¥12,000

(A La Carte also served)



御観劇券

市川猿之助　七月大歌舞伎

９２年　7月　4日（土）　　昼の部　　午前１１時００分開演

三　階　　　　わ列１　１番　　三等B　　　<1那>

¥　2,000（税込）

歌舞伎座
KABUKI-ZA THEATER　　　1207[redacted]

ROYAL PARK HOTEL
Phone (03)3667-1111

SYMPHONY

TABLE	DATE	COVERS	CASHIER	CHK NO
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

DESCRIPTION	QTY	PRICE	AMOUNT
[illegible]	1	[illegible]	[illegible]
[illegible]	1	[illegible]	[illegible]

APPLICATION FOR MONEY EXCHANGE
(FOREIGN CURRENCY OR T/C INTO JAPANESE YEN)

SIGNATURE	[illegible]
FULL NAME	[illegible]
ROOM NO	[illegible]

ADDRESS

DATE 6/22

CURRENCY
[✓ 1 US$] 7 ¥
2 STGL
3 FFR
4 DM
5 CAN$
6 SFR

	AMOUNT	RATE	YEN EQUIVALENT
CASH		@¥ —	¥
TRAVELER'S CHEQUES		@¥ 105 88	¥ 6294-
		TOTAL	¥ 6294-

CLERK
Yamada

ROYAL PARK HOTEL
2-1-1, Nihonbashi-Kakigara-cho, Chuo-ku, Tokyo 103, Japan Phone 03 (3667) 1111

No.B 013704

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TOPIC 6

ECONOMICS

Lesson 2

How is Japan interdependent upon trade partners?

OBJECTIVE

Students will identify products that are imported from Japan to the United States and to other countries.

MATERIALS AND RESOURCES

☐ Teacher Resource 6.1 "Some Familiar Japanese Products"

VOCABULARY

exports, imports, interdependence, scarcity, trade

STRATEGIES

Nations in the world today are interdependent upon one another in order to meet their needs. Countries with limited resources, such as Japan, must rely on trade partners to import needed goods. In turn, Japan has become a leading exporter of quality goods and services. The United States and Japan are valuable trade partners. Japan buys more products and services from the United States than any other nation.

Japan is a leading industrial power in Asia. As such, it is the world's leading shipbuilder, and it produces more steel than any country other than the former USSR. Japan is also a leading producer of electrical machinery and small electronics, automobile, chemicals, and textiles. In order to become a leading exporter, Japan has overcome the problem of having limited natural resources. By importing huge quantities of raw materials, such as iron ore, copper, bauxite, cotton, wool, food grains, and petroleum, Japan acquires the goods necessary for industrial production. Japan imports about 99.8% of its oil, 99.7% of its iron ore, and 100% of its aluminum resources.

Japan has only 14% of land suitable for agricultural purposes, and, subsequently, can meet its demands for only about 58% of its total food needs. Japan almost meets its needs for rice (94%), potatoes (93%), vegetables (91%), eggs (98%), and for fish and shellfish (89%). One-third of Japan's farm output is rice, but the Japanese also need wheat, meat, sugar, and soybeans. More than one-third of Japan's food imports come from the United States. By comparison, the U.S. meets 113% of its food needs, while the U.K. meets 73%, Germany meets 94%, and France meets 143%.

Quantities of exported goods help Japan pay for imported goods. The United States is Japan's most prolific trade customer. The United States sells Japan large amounts of agricultural goods, industrial materials such as coal and lumber, and a wide range of consumer products like industrial machinery, pharmaceuticals, and aircraft. About 30% of all Japanese exports go to the United States, while the United States provides about 23% of all Japanese imports. Ask students to identify Japanese imports. Ask students to identify Japanese products imported to the U.S. and to identify U.S. products exported to Japan. You may wish to add to Teacher Resource 6.1, "Familiar Japanese Products."

Many American companies have overseas branches in Japan; American companies are the most numerous among the foreign affiliates operating in Japan Some of the U.S. companies with operations in Japan are: McDonald's, Kentucky Fried Chicken, Coca-Cola, Apple Computers, Kodak, Avon Cosmetics, B.F. Goodrich, and Schick. Some Japanese companies that have established branches in the United States are: Sharp, Fijutsu, Fuji, Sony, Mitsubishi, Hitachi, Nissan, Toshiba, Toyota, and Honda.

SOME FAMILIAR JAPANESE PRODUCTS

AUTOMOBILES
Nissan
Honda
Toyota
Mazda
Subaru
Suzuki
Mitsubishi

MOTORCYCLES
Honda
Yamaha
Suzuki
Isuzu
Kawasaki

GARDENING EQUIPMENT/MOWERS
Kubota
Komatsu

SILK ITEMS
Scarves
Blouses

CAMERAS
Nikon
Canon
Pentax
Minolta

STEREOS AND VIDEO EQUIPMENT
Panasonic
JVC
Sony
Quasar

CHINA/CRYSTAL
Noritake
Mikasa

TOPIC 6
ECONOMICS

Lesson 3
What kind of work do Japanese people do?

OBJECTIVE
Students will identify various types of jobs available in Japan.

MATERIALS AND RESOURCES
- ☐ Teacher Resource 6.2 "Occupations in Japan"

STRATEGIES
People in Japan meet their basic needs of food, clothing and shelter by working at various types of jobs. To help students gain a sense of a few of the jobs in Japan, and their similarities to jobs in the United States, use the photographs and descriptions on Teacher Resource 6.2, "Occupations in Japan." The following is a list of the photographs with a description of each.

Photograph 1 - *Train Steward*
This man sells food and drink items from his cart on busy commuter trains. His job description might be very similar to an airline stewardess or steward.

Photograph 2 - *Artist*
The woman in this picture is a textile design artist in a kimono design studio. She typically uses themes found in nature to gain inspiration for her designs. Her tools are brushes, paints, paper, fabric, dyes, tape and even glue.

Photograph 3 - *Teacher*
This first grade music teacher enjoys leading children in a song that involves movement and harmonizing. She uses the staff lines on the chalk board to teach her students about musical notation.

Photograph 4 - *Newspaper worker*
Computers aid the layout process for this employee of the newspaper. He takes information provided by different reporters and editors and formats it for publication.

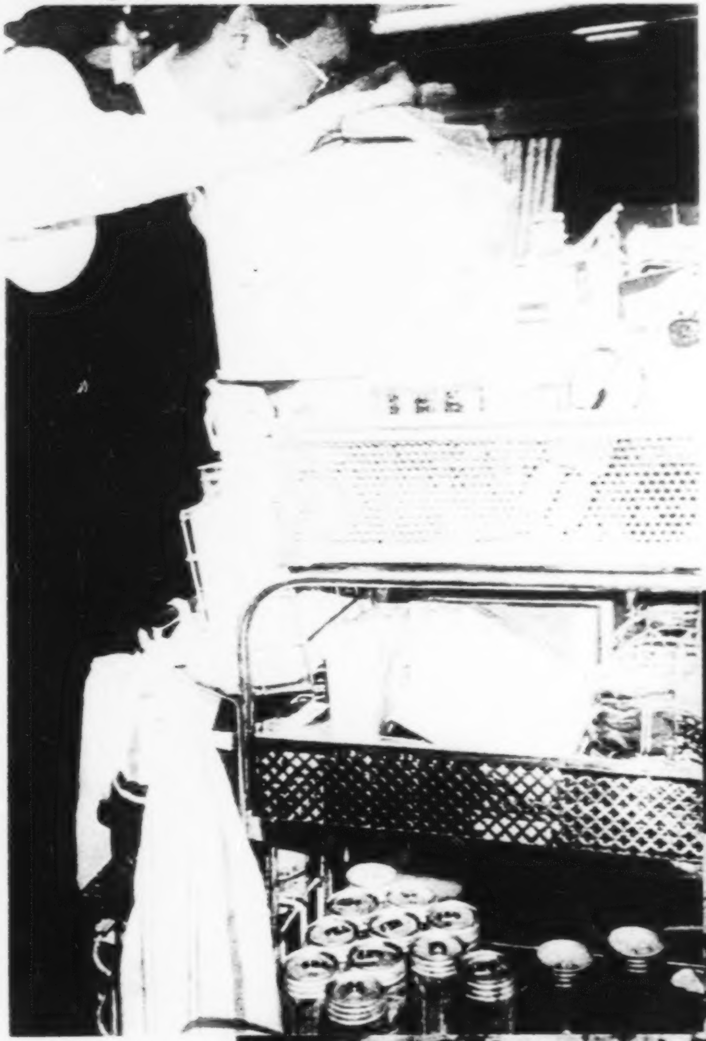
Photograph 5 - *Food server*
The basements of large department stores in Japan frequently feature food courts with vast selections. The woman in this photograph works at serving a variety of sandwiches, burgers, and more traditional fare.

Photograph 6 - ***Shipping***
Japan imports and exports thousands of tons of goods daily. Port cities offer related jobs that range from dock workers, ship captains and crew, and even maintenance crews that take care of the ships.

Photograph 7 - ***Manufacturing***
Japan is a leading automobile manufacturer. People employed at the factories often work on assembly lines such as the one shown in this photograph. Important aspects of the job include a sense of teamwork and ensuring quality control (i.e., making sure that products are made to specifications throughout the line).

OCCUPATIONS IN JAPAN

Photograph 1 - Train Steward



Photograph 2 - Artist

Photograph 3 - Teacher

Photograph 4 - Newspaper Worker

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Photograph 5 - Food Server

Photograph 6 - Shipping

Photograph 7 - Manufacturing

TOPIC 7

EDUCATION IN JAPAN

Lesson 1

What is the educational system in Japan?

OBJECTIVE

Students will discuss the educational system in Japan.

MATERIALS AND RESOURCES

☐ None

STRATEGIES

This lesson provides you with background information you may find helpful in leading a discussion of the educational system in Japan.

Young children, ages 3, 4 or 5, attend preschool institutions and kindergarten. Some very young children, ages 0 - 5, attend hoiku-jo or day nurseries. Boys and girls in Japan must go to school between the ages of 6 and 15. This is called compulsory education, and is free for all children in Japan. In fact, if a child comes from a needy family, the government pays for lunches and school-related expenses.

Topics usually studied in elementary schools include: Japanese Language, Social Studies, Arithmetic, Science, Music, Art and handcrafts, Homemaking, Physical Education, and Moral Education. Classes may be made up of 40 or more students. In large urban schools, color coded caps are worn so that teachers can identify their students. Students at all levels of schooling often learn responsibility and pride in their school because they are given the tasks of cleaning the school. Additionally, children take turns serving food to their classmates during lunchtime. Even though hot lunches are prepared by adults, they are served by children.

After a child finishes elementary school, he or she attends a lower secondary school. Many parents decide to send their children to privately operated schools that require special tuition and fees. The upper elementary schools include: part-time (evening school), full-time, and correspondence. Admission to individual, upper level secondary schools is usually decided based on scores on entrance examinations and grades earned in the lower secondary schools. Subjects studied in lower secondary schools include Japanese Language, Social Studies, Mathematics, Science, Music, Fine Arts, Health and PE, Industrial Arts or Homemaking, Moral Education. If you attended classes in English studies in Junior high, you would bow to the teacher (sensei) at the beginning and end of class. You would also have a great deal of homework every day.

Approximately half of the junior high students attend juku, private after school programs offering extra preparation for university exams. It is not unusual for students to have over 20 textbooks in addition to their regular school texts. Another type of juku, or cram school, teaches music, sports or calligraphy. And yet another type offers remedial help for academic subjects.

Many juku classes are held from 5pm to 9pm, three evenings a week and from 2 until 5pm on alternate Saturdays. Until very recently, most schools in Japan met every Saturday. Now, most children attend school each weekday and every other Saturday. Some students who enjoy playing on sports teams, have to make a choice between continuing to play a game they enjoy, or going to school for several more hours a week.

School begins on April 1st in Japan and ends on March 31st. Vacation time occurs for six weeks in summer, two weeks at the New Year, and two or three weeks in spring. Some schools in rural areas provide for farming harvest season vacations in both spring and autumn.

TOPIC 7

EDUCATION IN JAPAN

Lesson 2

What is a day at school like in Japan for a primary elementary) child?

OBJECTIVE

Students will become familiar with the activities that occur during a typical school day in Japan. Students will compare schooling in Japan and their school.

MATERIALS AND RESOURCES

- ☐ Teacher Resource 7.1 "A Typical School Day for Primary Children"
- ☐ Teacher Resource 7.2 "Elementary School Activities"
- ☐ Teacher Resource 7.3 "A Comparison of Primary Schooling in Japan and the United States"

STRATEGIES

Hiro and Megumi wait until the last possible moment to jump out of bed and pull on their school clothes. Their Mom has a quick breakfast of cereal or rice and toast ready for them, which they eat hurriedly. They quickly gulp a glass of milk, grab their backpacks, and race out the door. The home work they prepared the night before was packed in their back packs before they went to bed.

After a short walk with their friends, they arrive at their large, urban primary school at 8:25. Good! They have a few minutes to visit with their friends before opening exercises. When the bell sounds, they find their class line in the school courtyard and join the other schoolchildren for the school song and a few minutes of group exercises, done to music played over the loudspeaker. Mr. Tanaka sees that everyone is present, and stands with the other teachers behind the class lines. Megumi's class line has 35 people in it today--everyone is here!

At 8:50, the first classes of the day begin. Back inside the classroom, Megumi takes her fourth grade Japanese literature book out of her schoolbag and begins her assignment: to read a story and write a short paragraph about it. She has just finished when it is time for mathematics class at 9: 40. Today Megumi's class is working on long columns of addition, and they practice out of their workbooks. Relieved to take a short break at the end of math class, Megumi hurries back inside to prepare for science class. Every Friday, Megumi goes with her class to the computer lab during mathematics period.

At 10:45, Megumi and her classmates move to the science room and take their electricity projects out of the storage closets. Everyone is divided into teams, and each team has to make something work using only simple electrical currents. It's interesting to work with her group, because they have tried so many different methods that didn't work, that now everyone has the giggles. To everyone's surprise, the final experiment of the day works! Now, they will write the procedure and record the findings of the group. Megumi is the recorder.

At 11:30, the children hurry back to Mr. Tanaka's room for calligraphy class. Every Tuesday and Thursday is calligraphy practice, and on Monday, Wednesday, and Friday, this time is for social studies. Today, the symbol to practice is that for rain. The tricky part is that the symbol has to be made with dark India ink and a long-handled brush. Some of the children in Megumi's room take calligraphy classes after school, so their brush strokes are sure and even. It is very quiet during calligraphy class, and everyone concentrates. Megumi has to redo several figures, but, finally, both she and Mr. Tanaka are pleased. The good news is that she didn't smudge her paper today!

Finally! It is lunch time. The lunch helpers go to the cafeteria and bring back to the classroom the hot food, served on American-style trays. Groups of three children take turns serving lunch each day. Today, the fourth graders are happy with the selection: chicken soup, cucumber and tomato salad, fried fish, a large roll, and milk, with melon for dessert. Some children bring their lunches in bento boxes. Some have rice and fish, some have rice and chicken, and some have rice and vegetables. Usually, Japanese children do not overinduige in sweets.

After lunch, the cafeteria helpers clean up and return the food cart and trays to the cafeteria. At 1:05, it is time for everyone to take a few minutes to clean. Some children sweep the floor, some pick up paper, some mop, some clean the chalkboard, some reorganize the bookshelves.

At 1:30, it is time to go to music class. Megumi takes her recorder from her backpack, and her music book. During music, the children practice songs they have just learned, including "Sakura, Sakura" about the cherry blossoms, and "Twinkle, Twinkle, Little Star." Megumi loves to play her recorder, and she is good at it.

At 2:15, back in Mr. Tanaka's room, the end-of-the day class meeting begins. Children discuss what has happened during the day, how they might solve any problems, and what homework they are expected to do for the next day. There is always lots of homework.

After school, Megumi has activities to attend. First, she goes to the courtyard of the school to help tend her class'garden. Sometimes she helps feed the animals. Then, she goes to swim club, which meets in the pool area. During her swim club meeting, Megumi and the other club members practice the breast stroke. Ms. Hayakawa is the sponsor, and she offers assistance when needed. The children run the club. At 3:45, it is time to go home. Megumi picks up her school bag and meets Hiro at the entrance of the school to walk home.

Show an example of Megumi's school schedule, Teacher Resource 7.1, "A Typical School Day for Primary Children." Students may wish to compare their own school schedules with Megumi's. Don't forget to note that every other Saturday, Megumi is in school. She has every other Saturday off.

Next, show photographs from Teacher Resource 7.2, "Elementary School Activities.". Discuss the various photographs.

Teachers who would like for their students to conduct original research and to practice comparing and contrasting, should refer to Teacher Resource 7.3, "Comparison of Primary Schooling in Japan and the United States."

Topic 7
Lesson 2
Teacher Resource 7.1

A TYPICAL SCHOOL DAY FOR PRIMARY CHILDREN

8:00	School opens
8:10-8:25	Children Arrive (May play outside)
8:35-8:50	Morning Assembly (Usually in the school courtyard outside; may include exercises done to music and singing the school song)
8:50-9:35	Japanese language or literature
9:40-10:25	Mathematics (to computer lab on Fridays)
10:45-11:30	Science
11:35-12:20	Social studies or history or Calligraphy
12:20-1:00	Lunch *(Served by students in their classrooms)*
1:05-1:20	Cleaning
1:30-2:15	Music or Art or Physical Education
2:15-2:25	Class Meeting before dismissal
2:25-3:15	Club Activities (Grades 4, 5, and 6)
3:45	Go Home

ELEMENTARY SCHOOL ACTIVITIES

1	Classroom	Children in this classroom sit in desks arranged in rows, and facing the front of the room where the teacher gives lessons. Examples of children's work is posted on the bulletin board in the back of the room. Children will enjoy comparing their classroom with the one they see in the photo. Students in this class are preparing to do calligraphy. Note the ink bottles on the desks.
2	Computer Lab	Students in this computer lab work on independent projects. However, they also help each other out. On this day students are learning how to carefully manipulate the mouse. Notice that the computer lab instructor has placed the keyboards on top of the computers.
3	Desk Work	The boy in this photograph has just removed a pencil from his green pencil case. He is working very intently on math computations.
4	Custodial Duties	Children learn teamwork and responsibilities for taking care of the school by sweeping, dusting, and doing general custodial duties. Students also serve lunch to one another.
5	Art on Display	The hallways of this school in Japan are lined with bulletin boards displaying students' artistic creations. These young children have made masks of animals out of tissue paper and paper plates.
6	Courtyard	Children in this photograph are illustrative of children all over Japan who have work to do in courtyards in their schools. Children tend the vegetable gardens, feed animals, and water the flowers.
7	Swim Club	Swim club meetings and activities frequently are held on school grounds. Students also take swimming lessons as part of the school curriculum.
8	Field Trip	Children in this photograph are dressed casually for a field trip to the Nijo Castle in Kyoto. While there, they will take photographs with disposable cameras, have a picnic lunch, and visit with friends.
9	Taking a Break	During work duties, this group of students takes a break. They enjoy drawing cartoon figures on a dry erase board before they clean it.

ELEMENTARY SCHOOL ACTIVITIES

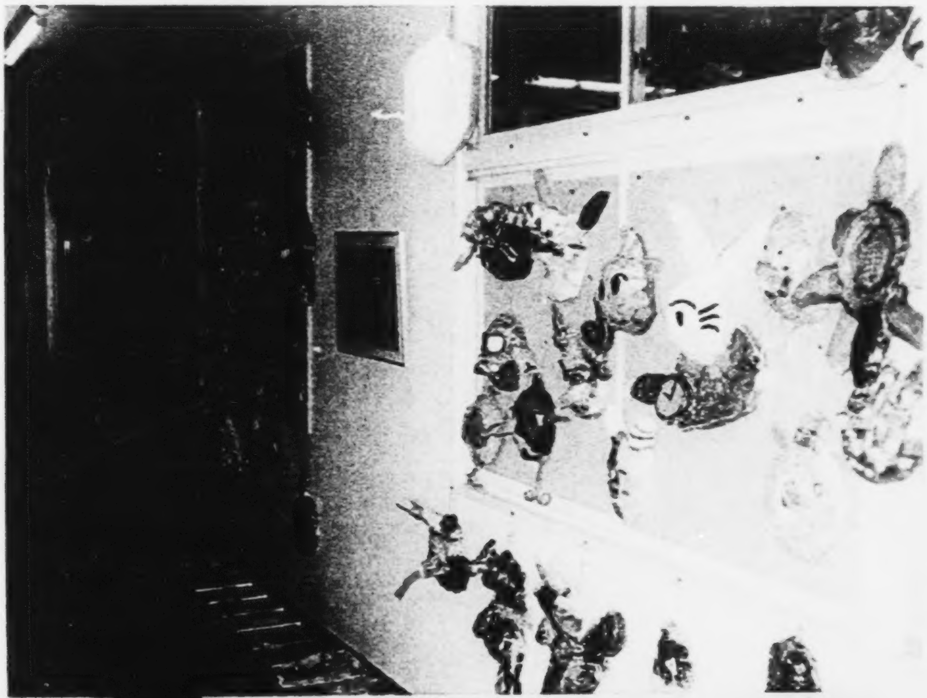
Photograph 1

Photograph 2

Photograph 3

Photograph 4

Photograph 5



Photograph 6

Photograph 7 - Swim Club

Photograph 8 - Field Trip

Photograph 9 - Taking a Break

A COMPARISON OF PRIMARY SCHOOLING IN JAPAN AND THE UNITED STATES

The purpose of this activity is to guide children as they conduct a comparative study of schooling in Japan and the United States.

1) Divide the class into five groups.

2) Group 1 should create their school schedule, making sure to list any variations to the schedule. (ie., art on Mondays, Title Programs, G/T classes).

3) Group 2 should prepare illustrations similar to the photographs in Teacher Resource 7.1 that would indicate typical school day activities in their school.

4) Group 3 can prepare a narrative of a "typical school day" for a child in their school.

5) Group 4 might prepare a cover for the school comparison booklet.

6) Group 5 might collect school stories or narratives from teachers.

7) As each group finishes their data collection, they should share their findings with the class about similarities/differences with Japanese schooling experiences. You may want to recreate the following chart on poster paper or on the chalk board to guide the comparison.

COMPARISON CHART

	JAPAN	*OUR SCHOOL*
Daily Schedule		
Daily Activities (illustrative examples)		
Getting Ready for School and Getting to School (taken from narratives)		

8) When finished, combine each group's contributions into a loose-leaf binder for sharing with each other, and to take home to share with parents. (Some teachers may wish students to make individual booklets instead of one class booklet that could be checked out).